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ABSTRACT

One of three manuals developed to supplement the English Language Arts Syllabus K-12 for the State of New York, this draft manual discusses listening and speaking in the English language arts curriculum K-12. Designed to help teachers plan day-to-day instruction, the manual explains the rationale for listening and speaking instruction, defines expected learning outcomes, and suggests strategies for teaching listening and speaking from within a process perspective. The manual provides information on the components of an integrated English language arts curriculum, suggests general criteria for an effective curriculum, outlines the communication process and the roles of listeners and speakers in that process, explores the classroom as a communication environment, and discusses the integration of listening and speaking instruction with instruction in the other language arts and in the content areas. The manual further provides a chart of expectations for student listeners and speakers K-12, suggests methods of evaluating listening and speaking skills, and provides sample activities that show how identified listening and speaking objectives and focus skills can be integrated into the students' total learning program. A bibliography contains eight briefly annotated items. Appendix A contains samples of listening and speaking evaluation instruments. Appendix B provides information regarding instruction of students with handicapping conditions. A questionnaire for field review of the manual is attached. (SR)

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ED 357 726

LISTENING AND SPEAKING IN THE ENGLISH LANGUAGE ARTS CURRICULUM K-12

1989 Field Test Edition

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of English and Reading Education
Bureau of Curriculum Development
Albany, New York 12234

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TO: Persons With Responsibility for Implementing Language Arts Programs, K-12

FROM: Edward T. Lalor, Director
Division for Program Development

Charles R. Chew, Acting Director
Division of Communication Arts and Social Sciences
Instruction

Listening and Speaking in the English Language Arts Curriculum K-12 is one of three manuals written for educators who have responsibility for developing and implementing language arts programs. This publication explains the rationale for listening and speaking instruction, defines expected learning outcomes, and suggests strategies for teaching listening and speaking from within a process perspective.

This publication may be reproduced in whole or in part for instructional purposes.

Teachers and administrators are invited to review this draft manual so that the final document will address to the fullest extent possible the needs of teachers and the students they serve. The review form on pages **v-xiii** is provided for this purpose.

Please return completed Review Forms to:

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LISTENING AND SPEAKING IN THE ENGLISH LANGUAGE ARTS CURRICULUM K-12

1989

Field Test Edition

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of English and Reading Education
Bureau of Curriculum Development
Albany, New York 12234

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LISTENING AND SPEAKING IN THE ENGLISH
LANGUAGE ARTS CURRICULUM K-12

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SHS	_____

B. English/Language Arts Supervisor/Coordinator:

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C. Building Principal:

Elementary	_____
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REVIEW
OF
DRAFT COPY
LISTENING AND SPEAKING IN THE ENGLISH
LANGUAGE ARTS CURRICULUM K-12

INTRODUCTION

The purpose of a State-recommended curriculum guide is to provide Local Education Agencies with a framework for developing, implementing, and assessing instruction at the local level. These draft materials attempt to explain the rationale for listening and speaking instruction, define the learning outcomes to be expected, and suggest a process for the translation of these ideas into action in the classroom.

Please give your careful consideration and candid responses to the following questions so that we may insure that the listening and speaking document that is finally published will help the school districts of the State provide quality instruction to the students whom they serve.

Please indicate your answers to the following questions by circling one number, from 1 to 4, for each of them. **If you circle a '2' or a '1' for any of the questions, please be sure to indicate in the space provided on pages IX and X your comments and suggestions for improving the document.**

PART I

		To A Large Extent			Not At All
I. General Impressions of the Document as a Whole					
I.1.	In general, is the content of this document appropriate for use within a K-12 setting?	4	3	2	1
I.2	Does the general organization of the document contribute to an understanding of its content?	4	3	2	1
I.3	Does the format of the document contribute to an understanding of its				

	content?	4	3	2	1
I.4	Is the content presented in clear and concise language?	4	3	2	1
I.5	Does the document adequately support a process-oriented approach to teaching listening and speaking?	4	3	2	1
I.6	Does the document adequately support an integrated approach to teaching listening and speaking?	4	3	2	1
I.7	Does the document as a whole provide sufficient information and direction to design an effective listening and speaking program?	4	3	2	1
I.8	Does the manual complement and support the English Language Arts Syllabus?	4	3	2	1
I.9	Have the goals of the Regents Action Plan, as they relate to the development of listening and speaking skills, been adequately addressed?	4	3	2	1

I.10 What is your overall impression of this document?

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PART II

I. CONTENT

II. 1	Are the philosophy outlined in the introduction and the statements of comprehensive objectives (p. 1-9) supported by the remainder of the document?	4	3	2	1
II.2	To what degree does each of the following sections make clear the role of listening and speaking in an integrated curriculum in English language arts?				
	a. A Literate Environment (p. 3-4)	4	3	2	1
	b. The Language Arts as Processes (p. 4-5)	4	3	2	1
	c. Language as a Medium of Communication (p. 5-7)	4	3	2	1
	d. Evaluation as a Measure of Discovering and Creating Meaning (p. 7-9)	4	3	2	1
II.3	Does the section the "Characteristics of an Effective English Language Arts Curriculum" (p. 10-19) illustrate how listening and speaking can be effectively integrated into the English language arts curriculum?	4	3	2	1
II.4	Does the section "Listening and Speaking in the English Language Arts Curriculum" (p. 20-22) provide an adequate overview of the role of listening and speaking in an effective communications program?	4	3	2	1
II.5	Does the section "The Communication Process" (p. 23) clarify the concept of "process" as applied to each of the four communication modes?	4	3	2	1
II.6	Does the section "The Roles of Effective Listeners and Speakers in the Communication Process" (p. 24) make clear the processes engaged in by effective listeners and speakers?	4	3	2	1

II.7 As a whole, does the section "The Classroom as a Communication Environment" (p. 25-35) provide enough direction to help teachers recognize the type of classroom environment that encourages development of oral/aural skills? 4 3 2 1

a. Does the section "The Teacher's Role" provide adequate and appropriate suggestions for classroom teachers of all disciplines? 4 3 2 1

b. Do the sections "Physical Environment" (p. 27-28) and "Listening and Speaking Centers" (p. 28-30) provide enough suggestions to teachers for arranging their classrooms to encourage oral/aural activities? 4 3 2 1

c. Does the section "Group Interaction in the Classroom" (p. 30-35) make clear how to encourage oral/aural language development through working in groups? 4 3 2 1

II.8 As a whole, does the section "Integrating Listening and Speaking Across the Curriculum" (p. 36-46) provide a convincing rationale and useful suggestions for integrating listening and speaking with the other language arts and the content areas? 4 3 2 1

a. Does the section "The Role of Oral Language in Learning" (p. 36-37) provide an adequate overview of the importance of oral language skills in learning? 4 3 2 1

b. Does the section "Listening, Speaking, and the Composing Process" (p. 38-40) make clear the importance and use of oral/aural language in the composing process? 4 3 2 1

c. Does the section "Listening, Speaking, and the Reading Process" (p. 40-43) make clear the importance and use of oral/aural language in the reading process? 4 3 2 1

d. Does the section "Listening, Speaking, and the Content Areas" (p. 43-44) make clear the importance and use of oral/aural language in the content areas? 4 3 2 1

e. Is the section "Listening and Speaking Activities That Foster Learning Across the Curriculum" (p. 44-46) useful to classroom teachers? 4 3 2 1

f. Are the activities in this section (p. 44-46) consistent with the philosophy of integration expressed in the earlier sections of this manual? 4 3 2 1

II.9 Does the section "Expectations for Student Listeners and Speakers" (p. 47-48) provide an adequate introduction to the charts that follow? 4 3 2 1

II.10 Is the section "Overview of Purposes and Objectives for Listening and Speaking K-12 (p. 49-50) necessary and useful? 4 3 2 1

II.11 As a whole, does the "Chart of Expectations for Student Listeners and Speakers K-12" (p. 51-62) seem appropriate in light of what is known about children's language development? 4 3 2 1

a. Do the listening and speaking <u>focus skills</u> support the goal of student engagement in the communication process? 4 3 2 1

b. Do the listening and speaking focus skills relate clearly to the <u>objectives</u> and <u>purposes</u> under which they are subsumed? 4 3 2 1

c. Are the "Comments" helpful? 4 3 2 1

II.12 As a whole, is the section "Evaluating Listening and Speaking Skills" (p. 63-69) useful? 4 3 2 1

	a. Is the evaluation of listening skills (p. 64-66) adequately addressed?	4	3	2	1
	b. Is the evaluation of speaking skills (p. 65-67) adequately addressed?	4	3	2	1
	c. Does the section on "Methods" (p. 67-69) adequately explain the methods identified?	4	3	2	1
II.13	In general, are the sample activities (p. 70-126) appropriate for the specific purposes and objectives indicated?	4	3	2	1
	a. Do the sample activities show sufficient integration with language arts and/or content areas?	4	3	2	1
	b. Are the sample activities appropriate for the grade levels to which they are assigned?	4	3	2	1
	c. Is the number of sample activities sufficient for each objective?	4	3	2	1
II.14	Are the sample evaluation instruments in Appendix A (p. 128-133) useful?	4	3	2	1

PART I

GENERAL IMPRESSIONS OF THE DOCUMENT AS A WHOLE

If you circled a "2" or a "1" for any of the preceding questions, please indicate below your comments and suggestions for improving the document. (Add extra sheets if necessary.)

Question No.	Comments/Suggestions

PART II

CONTENT

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FOREWORD

Listening and Speaking in the English Language Arts Curriculum K-12 is intended to assist local educators in developing an effective listening and speaking program. It supplements information presented in the English Language Arts Syllabus K-12 and is designed to help teachers plan day-to-day instruction. An effective listening and speaking program takes into consideration two important factors: 1) communication is a process, and 2) every communication has a purpose. The district program should emphasize the students' understanding of the processes by which oral/aural communication takes place and should provide students with numerous experiences in using and responding to oral language for a variety of purposes. Students who are encouraged to use oral language as a tool for meaningful communication and for learning in a variety of situations expand their repertoire of appropriate language choices. They become more aware of the importance of effective listening and speaking not only in their language arts and content-area classes, but also in the world outside the classroom.

Teachers of students with special needs, including speakers of English as a second language, students with handicapping conditions, and gifted and talented students, will find that teaching listening and speaking as processes is appropriate for every ability level and at every grade level.

This publication provides information on the components of an integrated English language arts curriculum, suggests general criteria for an effective curriculum, outlines the communication process and the roles of listeners and speakers in that process, explores the classroom as a communication environment, discusses the integration of listening and speaking instruction with instruction in the other language arts and in the content areas, provides a chart of expectations for student listeners and speakers K-12, suggests methods of evaluating listening and speaking skills, and provides sample activities that show how identified listening and

speaking objectives and focus skills can be integrated into the students' total learning program. Appendix A contains samples of listening and speaking evaluation instruments. Appendix B provides information regarding instruction of students with handicapping conditions. This information is provided to assist educators in developing their own local programs.

The manual was prepared under the direction of Charles Chew, Chief, Bureau of English and Reading Education. Phyllis Ross, Richard Fratta, and Dorothy Hammond (retired), Associates, Bureau of English and Reading Education, drafted and revised this document with the ongoing assistance of the other members of the Bureau: Jacqueline Marino, Paula Rollins, and Alberta Patch-Slegaitis, Associates, and Coral Crosman, Assistant. James Denney, Principal, School #12, Troy City School District, Troy, New York, formerly an Associate with the Bureau of English and Reading Education, and Joan Milowe, former Associate in the Bureau of Curriculum Development, served as project coordinators during the initial stages of development. Carol Anne Stiglmeier, Associate, Bureau of Curriculum Development, acted as project coordinator in the later stages of the project.

The early draft of the manuscript was field-tested and underwent review in a number of school districts throughout the State. Following revision, the Initial Review Committee, consisting of 31 English Department Chairpersons and Language Arts Coordinators, reviewed the document in Albany. The version that resulted from this review was subsequently critiqued by a panel of seven educators, six from New York State and one from Massachusetts. Suggestions made by these educators were incorporated into the final draft, which was then reviewed by the State Education Department's Offices of Education of Children with Handicapping Conditions, Non-public School Services, and Civil Rights and Intercultural Relations.

This document would not have been possible without the cooperation of the District Superintendents and their Boards of Cooperative Educational Services (BOCES) throughout the State whose representatives participated in its development and review. Many educators contributed to the creation of this manual. Their names and affiliations are listed on pages **xvii-xx** of this document.

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*INTRODUCTION: AN INTEGRATED CURRICULUM IN THE ENGLISH LANGUAGE ARTS

The ability to use language effectively is appropriately described as an art. As a painter uses colors and shapes, and a sculptor uses materials and forms, so the writer and speaker use words and structures to create images for the reader or listener. Through language, people share stories, traditions, and values; they inform, describe, and explain; they modify their behavior or the behavior of others; they provide and experience pleasure.

Students skilled in using the English language arts of listening, speaking, reading, and writing will be better able to confront, assimilate, and communicate experience. To help students use language effectively and appreciate fully the oral and written expression of others, a well-designed English language arts program ensures that students will learn to use language to:

- Gain information, discover meaning, understand logical relationships, and make judgments through critical listening, reading, and viewing
- Speak, write, and solve problems creatively
- Communicate emotions, ideas, opinions, values, experiences, and information
- Discover both the power and the beauty of literature as a mirror of human experience, reflecting human motives, conflicts, values, and traditions

The New York State English language arts curriculum recognizes

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*This section appears in the English Language Arts Syllabus K-12 and is included here to provide a framework for this listening and speaking strand.

the importance of basic skills and competencies and places them within an integrated program that recognizes and capitalizes on the connections among the language arts. Communication is itself an integrated act involving a variety of skills simultaneously performed. Viewing a work of art, watching a performance, evaluating media communications, and reading a work of literature all involve a variety of complex and interrelated language skills. Instruction in reading, writing, listening, and speaking can be both more efficient and more effective if their related qualities and characteristics are emphasized.

An integrated curriculum is essential if schools are to meet the above goals and help students become proficient at communicating in English. An integrated curriculum is appropriate because it acknowledges the inseparable relationship between the language arts and communication. It is efficient because it links content to the language and thinking skills used in learning that content. It is effective because it discourages instruction that isolates and fragments language skills in artificial, easily measured teaching sequences that ignore, or even contradict, the way students actually learn.

An integrated curriculum in the English language arts is one in which:

- Reading, writing, listening, and speaking are taught within a "literate environment" in contexts that are meaningful to the students

- Reading, writing, listening, and speaking are considered language processes that interact in various ways to allow communication to occur

- Language study happens naturally as part of helping students become clear, precise, effective communicators

- Formal evaluation of subskill mastery is de-emphasized in favor of methods that allow for observation of students actively engaged in the communication process

The following sections expand on these components of an integrated curriculum and provide direction for the development of curriculum at local levels.

A Literate Environment

Dynamic communication flourishes in an environment where language is used in a variety of meaningful experiences and activities. Students read and write every day, and they talk about the books they are reading and the pieces they are writing. They share their knowledge, strategies, and reactions with partners and group members. They have a curiosity about language, and they enjoy using language effectively and imaginatively. Their work is valued, and they have a role in the evaluation process.

In a literate environment, teachers serve as role models, reading aloud from favorite books, sharing drafts of their writing and eliciting comments, and modeling appropriate listening and speaking skills. Their awareness of individual needs and developmental stages is reflected in verbal feedback and assigned activities.

In a literate environment, workbooks are used sparingly, and basal readers and anthologies are supplemented by nonfiction, contemporary and traditional literature, newspapers, periodicals, and nonprint media. Reading, writing, listening, and speaking are used as vehicles for learning, both in the English language arts and in the content subjects.

Administrators can ensure that reading, writing, listening, and speaking are natural and integral components of the curriculum

by emphasizing to parents and teachers the importance of a literate environment as early as nursery and kindergarten. (See English Language Arts Syllabus K-12, "Providing a Strong Foundation for Literacy," pp. 34 - 35.) Administrators can also help by providing opportunities for staff development, allowing flexibility in classroom organization and management, assuring that appropriate books, supplies, and resource materials are readily accessible, and personally demonstrating the importance of effective communication skills.

The Language Arts as Processes

Any participation in communication is an involvement with process. For the reader, writer, listener, or speaker, the process involves preparation, engagement, and response. Skillful readers plan, monitor, respond to, reflect on, and apply their reading. Effective writers plan, draft, revise, edit, and publish their writing. Skillful listeners focus on, attend to, and react to a message. Effective speakers prepare, present, and revise their message in response to feedback. Although these various phases are recursive and overlapping, each one needs attention. Within each phase of reading, writing, listening, and speaking, specific skills are needed for that process to function effectively.

Teachers who work from a process perspective are aware of the importance of metacognitive skills. Metacognition, or "knowing about knowing," is the ability to recognize and develop control over how one learns. Instruction that capitalizes on and assists the ways learners acquire, understand, convey, and remember information and ideas is important for all students. Such instruction can help those with handicapping conditions become aware of their abilities as well as their need for instructional modifications. When all students share and question their own learning strategies, the roles of reading, writing, listening, and speaking in the learning process quickly become apparent.

In a process curriculum, language arts instruction focuses on the creation and comprehension of meaning for a variety of purposes and audiences. Skills taught in the context of enhancing or clarifying meaning suggest an optimum time for instruction or reinforcement. Thus, taking and giving messages is related to listening and speaking for social interaction; arranging information in chronological order is related to the purpose of narrating events; distinguishing between fact and opinion is related to the purpose of reading for critical analysis and evaluation. The English Language Arts Syllabus K-12 is organized around the purposes for listening and speaking, reading, and writing to reinforce the idea that English language arts have meaning and utility beyond the classroom.

Language as a Medium of Communication

Communication is the fundamental reason for the existence of language. Thoughts and feelings seek expression to self or others. Language, whether spoken or achieved through alternative methods such as signing, is the vehicle through which that expression can occur and by which it can be understood.

Language enables an individual to express thought, and by expressing it in more precise language, to refine and clarify the thought. Clear thinking and precise language are inextricable. In an integrated English language arts curriculum, opportunities abound for thinking and language to stimulate and sustain each other. Such opportunities should help students to develop:

- A sense of excitement and respect for the power and beauty of language
- A positive and inquiring attitude toward language

- Confidence and freedom in using language effectively and imaginatively
- Ability to manipulate language according to purpose and audience
- A sense of responsibility in using language, and
- Facility in examining and understanding language

For language to be treated as a medium of communication, its instruction must not be consigned solely to the language arts curriculum; it should be taught in and through the other subject areas as well.

As students compose both to communicate and to learn, they may need to select specific or colorful language. They may use metaphors, similes, personification, assonance, and alliteration long before they learn these labels. Understanding connotation and denotation will help them make word choices, as will the ability to draw upon synonyms, antonyms, and homonyms. Comprehension of subject content is enhanced when students become aware of how language is used to persuade in propaganda, political speeches, and advertisements; to organize data or explain concepts in science; to present problems to be solved in mathematics; or to perpetuate stereotyping and prejudice. Studying the meanings and origins of prefixes, suffixes, and roots of words found in literature and other texts not only provides students with a skill for comprehension but also aids spelling and fosters an understanding of language history. This type of language instruction can take place naturally and sensibly as part of ongoing development of reading, writing, listening, and speaking skills and is essential to comprehension and appreciation of literature.

When language is taught as a medium of communication, it becomes natural to give students helpful, interesting insights into the history and structure of English. Such informal study makes students aware that English is a constantly changing language, influenced by other languages and cultures, historical events, and technology. Learning about language history reveals the different ways words enter the language, that some words came into English very early and some late, and that some words were deliberately constructed.

Finally, when language is taught as a medium of communication, the parts of speech, rules of grammar, word identification skills, and writing conventions such as capitalization and punctuation are treated as tools that help shape effective communications. When students recognize that communication is the purpose, correctness becomes the necessary adjunct to making that purpose clear and meaningful.

Evaluation as a Measure of Discovering and Creating Meaning

Procedures used for testing, appraising, and judging students' success in the English language arts curriculum must necessarily be in harmony with the philosophy underlying that curriculum. Thus, in an integrated curriculum with an emphasis on meaning, evaluation should focus on how successful students are at discovering and creating meaning for themselves.

This kind of evaluation will rely primarily on informal measures, for only by observing students actively communicating can their success with that process be determined. Unlike standardized tests, which provide only a general measure of achievement, informal measures provide a day-to-day look at a student's strengths and weaknesses in a variety of realistic situations. Suggestions for using student folders, conferences, observation instruments, and other informal procedures can be found in this document, in

the Composition curriculum manual, in the Reading and Literature curriculum manual, and in the Syllabus.

It follows, too, that assessment of skills in an integrated curriculum will be holistic in nature. That is, evaluation of writing ability is based on whole pieces of writing, and evaluation of reading ability is based on the comprehension of whole segments of text. The Writing Test for New York State Elementary Schools, the Preliminary Competency Test in Writing, the Regents Competency Test in Writing, the Regents Comprehensive Examination in English, and the Degrees of Reading Power tests, all outcome measures rather than demonstrations of subskill mastery, reflect a view of reading and writing as meaning-centered processes. Effective diagnostic teaching, as well as program planning, will take into account the results of State tests, the analysis of those results, and students' day-to-day responses.

Any assessment in a process-oriented curriculum must recognize that cognitive growth occurs over time, often at disparate rates. Progress will be made in some areas while other areas regress or stabilize, and it is greatly affected by a student's changing needs and interests. How much, how soon, and how often something is taught rests as much with a student as with the curriculum guidelines. Thus, evaluation will consider affective as well as cognitive goals and will take into account the success of communication in a variety of contexts for a variety of purposes.

Such evaluation will also reflect the recognition that some students may use alternative means of communicating and processing the communications of others. Some students who exhibit handicapping conditions that adversely affect their education may need to use Braille, sign, communication boards, or other means, and they will require modifications in instructional procedures, activities, and materials. Some students with handicapping conditions may also use alternative testing modifications in order to compete on

an equal basis with their nonhandicapped peers. Although these modifications are often used in more formal testing situations, it may be appropriate to use them in less formal situations depending upon the needs of individual students. Effective teachers will be familiar with alternative techniques for instruction and assessment and will use them appropriately and consistently with those who need them. Appendix B, Students with Handicapping Conditions, addresses the use of such techniques.

Finally, evaluation in an integrated curriculum must consider factors that go beyond student responses to tests and tasks but that ultimately affect those responses. "Characteristics of an Effective English Language Arts Curriculum K-12," found on pages 10-19, outlines some of those factors and may be converted to a checklist for evaluating local curricula.

CHARACTERISTICS OF AN EFFECTIVE ENGLISH
LANGUAGE ARTS CURRICULUM K-12

I. Program Planning and Management Reflect a District-wide Commitment to a Quality English Language Arts Program.

- The district has a written statement of philosophy, goals, and objectives upon which to base instruction.
- Instruction in listening, speaking, composition, reading, and literature takes place at every grade level, is scheduled on a regular, planned basis, and is allotted a sufficient amount of time within the schedule.
- The English language arts curriculum is designed to ensure that language, listening, speaking, composition, reading, and literature are substantial components of an integrated language arts program.
- The program is supported by sufficient, qualified staff.
- Resources are adequate and readily available to teachers and students, including students with handicapping conditions.
- Administrators provide time and support for staff development and encourage the sharing of expertise within the district.
- Administrators and staff keep informed of current research and effective practices.
- Classroom teachers and specialists participate in the program evaluation process and in decisions for program change.
- Records of student achievement are maintained and used to make classroom, building, and district program decisions.
- Parents and community are kept informed about the programs in listening, speaking, composition, reading, and literature and the ways they can support them. They are aware of student placement procedures, course content, and book-selection policies.
- All students have access to the full range of programs and services provided by the district.

II. The English Language Arts Curriculum is Consistent With Current Theory and Research.

- Listening, speaking, composition, reading, literature, and language instruction capitalizes on students' prior knowledge and recognizes the need to communicate feelings and significant events.

Listening and Speaking	Composition	Reading and Literature
Oral language activities encourage interaction in which students share personal experiences, knowledge, values, emotions, attitudes, and opinions. Students receive sensitive acknowledgment, recognition, and response from teachers and peers.	Writing activities give students the opportunity to express their own feelings, experiences, ideas, knowledge, research, and imagination.	Instruction provides opportunities for personal response before, during, and after reading, both orally and in writing. Teachers encourage students to savor, think about, and interpret literary experiences before engaging in literary analysis, and to use their insights as a basis for making judgments and comparisons.

- Listening, speaking, reading, and composition instruction takes place in meaningful contexts.

Listening and Speaking	Composition	Reading and Literature
The focus of instruction is on the role of listening and speaking skills in the context of social interaction, transmission and interpretation of information, critical judgments, and appreciation and entertainment.	Instruction is based on whole pieces of purposeful writing rather than on grammar exercises, workbooks, and ditto sheets.	The focus of instruction is on appreciating and learning from whole pieces of text rather than on mastery of subskills.

- Language arts instruction focuses on the creation and comprehension of meaning. Subskills are taught in the context of enhancing or clarifying meaning.

Listening and Speaking	Composition	Reading and Literature
Features of oral language such as choice of language, rate, pitch, tone, volume, and nonverbal cues are considered for their effect on meaningful communication.	Instruction in the conventions of standard written English occurs during the revising and editing phases of the writing process and in the context of communicating meaning.	Reading-related skills such as phonic analysis, structural analysis, and reading for the main idea are taught as tools for deriving meaning from text.

- Instruction creates independent, confident listeners, speakers, readers, and writers.

Listening and Speaking	Composition	Reading and Literature
Oral activities are relevant to students because they are drawn from their own cultural and social contexts and needs and are related to the universal functions of language.	Writing activities are ones that students can recognize as having meaning and utility in their lives outside the classroom.	Reading activities focus on creating readers who choose to read.

- The communication process is recognized as dynamic, interactive, and flexible.

Listening and Speaking	Composition	Reading and Literature
Students learn to use a variety of methods to organize and present both informal and formal oral communications to meet the needs of different audiences.	Students are encouraged to write for a variety of audiences, to share their writing with those audiences when appropriate, and to recognize the differences between public and private writing.	Students learn to read for different purposes and to recognize the effects of the writer's craft on the reader's ability to understand and appreciate text.

- Sufficient class time is provided for listening, speaking, composition, and reading processes to unfold in order to enable students to understand the processes and to realize that they can develop control over them.

Listening and Speaking	Composition	Reading and Literature
Students have enough time to focus, attend to, and give feedback as listeners and to prepare, present, and respond to feedback as speakers.	Students have enough time to generate prewriting and to draft, revise, edit, and share their writing.	Students are provided with time to develop effective strategies for planning, monitoring, responding to, reflecting on, and applying their reading.

o Teachers serve as role models for their students.

Listening and Speaking	Composition	Reading and Literature
Teachers speak clearly, correctly, and in a well-modulated voice. They show courtesy to other speakers and listeners; they demonstrate different methods of organizing and presenting information orally for specific purposes and audiences.	Teachers value writing and share their writing processes and products with students. Use of reference materials and strategies for prewriting, drafting, revising, and editing are demonstrated for students.	Teachers demonstrate an enthusiasm for literature, reading aloud, sharing reactions to books, and reflecting on strategies that enhance comprehension and appreciation. They demonstrate their own purpose-setting and questioning behaviors and suggest ways of organizing and remembering information.

o Teachers enable students to develop insights into their own learning processes and to evaluate the effectiveness of their learning strategies.

Listening and Speaking	Composition	Reading and Literature
Students monitor their own listening and speaking processes by developing criteria and evaluating videotapes or audiotapes of their own presentations, by identifying a listening or speaking behavior that they wish to change and keeping a record of their progress over a specific period of time, and by keeping logs of their skills, behaviors, or attitudes.	Students are encouraged to talk about their planning, drafting, revising, and editing processes and strategies.	Students examine their own study skills, participate in goal-setting conferences with peers, and have the opportunity in group settings to reflect on their own reading processes.

III. The English Language Arts Curriculum is Taught Within a Language-rich Environment.

- **A variety of building-wide and district-wide activities and events stimulate interest in, and appreciation for, the communication arts.**

Listening and Speaking	Composition	Reading and Literature
Speech and debate contests, performances of plays, and choral readings of original or well-known pieces show that the district values oral communication.	School newspapers, school or district literary magazines, and "Writer of the Week" programs provide the motivation for students to write and share their writing.	Reading is Fundamental programs, Read-a-thons, Author's Day, Book-It, and Parents as Reading Partners provide ways to extend school reading.

- **Teachers provide diverse opportunities for stimulating reading, writing, oral expression, and other forms of communication. They encourage role playing, group discussions, debates, and the reading, writing, and performing of dramatic monologues, choral readings, poetry, and drama.**

- Teachers encourage students to understand and use communication for a variety of purposes.

Listening and Speaking	Composition	Reading and Literature
Students have many formal and informal experiences in listening and speaking for pleasure, for social interaction, for information and understanding, and for evaluation purposes.	Students are given opportunities to write to express the self, to narrate, to explain, to describe, and to persuade.	Students are given many opportunities to read for enjoyment, information, and critical analysis and evaluation.

- Teachers make accessible a variety of materials and equipment that foster self-expression and provide information and pleasure.

Listening and Speaking	Composition	Reading and Literature
Students are encouraged to use a variety of media such as audiocassettes and videotape recorders to present, listen to, or analyze and critique oral communication.	Students have access to such resources as dictionaries, thesauruses, grammar texts, writing models, duplicating facilities, writing materials, and word processors.	The classroom library contains books of nonfiction, contemporary and traditional literature, newspapers, periodicals, and published student writings. Book displays reflect cultural diversity, current events, holidays, content-area topics, and special interests of students.

IV. The English Language Arts Curriculum Provides for Individual and Group Needs Through a Variety of Instructional Configurations, Methods, and Materials.

o Teacher-student conferences are a regular feature of instruction.

Listening and Speaking

The teacher-student conference provides an opportunity for the teacher to evaluate the student's listening and speaking skills, to discuss with the student the preparation or presentation of material, to engage the student in problem solving, and to build the student's speaking confidence through constructive feedback.

Composition

Teacher-student conferences take place at any time during the writing process, not just at the end, to evaluate the finished product.

Reading and Literature

Teacher-student conferences provide opportunities for the teacher to observe student responses to a selection, to observe growth or change, and to observe and discuss reading strategies.

o Students are paired or grouped for a variety of instructional purposes.

Listening and Speaking

Small groups create an environment in which peers help each other to expand their listening and speaking vocabularies, stimulate critical thinking and problem solving, develop or improve auditory discrimination, foster listening comprehension, respond courteously to the ideas, suggestions, or questions of others, and focus on issues or interpretations without resorting to personal attacks.

Composition

Students are given opportunities to clarify their thinking and to engage in problem solving. Grouping may be used during the writing process to examine, expand, or focus content, to examine the student's writing strategies, to evaluate the strengths and weaknesses of the writing, or to share the writing for pleasure.

Reading and Literature

Students work with peers sharing prior knowledge, learning strategies, and reactions to the reading. Students engage in individual or collaborative planning, problem solving, and synthesizing activities.

V. The English Language Arts Curriculum is Designed So That Language, Listening, Speaking, Composition, Reading, and Literature Support and Enhance Learning in the Content Areas.

- Staff development provides content-area teachers with the confidence and skill to integrate communication skills into content-area instruction naturally.

Listening and Speaking

Teachers develop activities that allow students to listen for and relate essential information and to evaluate and generate statements of opinion, personal preferences, and values based on content-area materials.

Composition

Content-area teachers encourage students to write explanations, summaries, learning logs, historical calendars, scientific observations, process journals, reports, etc. in order to record, learn, clarify, or recall subject matter, to demonstrate their knowledge, and to integrate concepts and information. Students are also encouraged to write fiction based on fact, e.g., diaries, stories set in various countries or periods of history, or stories based on scientific principles studied in class.

Reading and Literature

Content-area teachers demonstrate and employ strategies that allow students to acquire knowledge of the content independently. Content-area textbooks are supplemented by appropriate historical fiction, primary source materials, biographies, essays, poetry, and informational trade books.

- Students learn the value of using a variety of language arts strategies to enhance subject-matter learning.

Listening and Speaking

Students learn to appreciate the value of discussion in critical thinking and problem solving. They learn to distinguish between literal and figurative use of language, to evaluate and use persuasive techniques, and to evaluate and use information transmitted by nonprint media.

Composition

Students learn when and when not to take notes; they learn to gather information from a variety of sources and to select an appropriate organizational structure for recording information. They analyze, paraphrase, summarize, and synthesize ideas to aid learning and remembering.

Reading and Literature

Students apply strategies such as asking their own questions, predicting content, and using key words and signal words to identify main ideas and details. They recognize the relationship of their prior knowledge to the topic, and they use study procedures that are consistent with the nature of the material and task requirements.

VI. The English Language Arts Curriculum Includes a Variety of Methods and Procedures for Evaluating Student Growth.

- Classroom atmosphere encourages the valuing of students' work. Teachers respond positively to the efforts and accomplishments of all students and are prepared to provide alternative testing modifications to some students with handicapping conditions as indicated in their Individualized Education Programs.

- Evaluation occurs in the context of meaningful language experiences. Needs identified through communication activities become the basis for follow-up instruction.

Listening and Speaking

Listening and speaking skills are evaluated during discussions, group work, peer interviews, and role playing. Formal speeches are evaluated by preestablished criteria. Evaluation also measures the students' ability to understand and interpret messages from radio, television, film, and other nonprint media. After identifying the listening and speaking skills requiring additional instruction, teachers develop activities in which students use these skills in a variety of nonthreatening communication situations.

Composition

Whole pieces written at different times for different purposes and audiences are kept in the students' folders and evaluated. Early drafts as well as final drafts are kept to show the development of the students' writing process. Teachers first respond to the students' ideas and opinions before noting significant areas needing improvement.

Reading and Literature

Evaluation of reading skills occurs in the context of real reading situations. Teachers are alert to students' responses to books, the types of errors students make when reading aloud, the strategic behaviors students employ before, during, and after reading, and the results of students' efforts to comprehend the material.

- Teachers record observations about affective as well as cognitive learning.

Listening and Speaking

Students display a greater sense of self-worth as a result of their participation in discussions and feel comfortable about participating in a variety of listening and speaking activities. Students enjoy listening to and sharing personal experiences, stories, and drama, and they demonstrate an appreciation of language.

Composition

Students use writing as a means of self-expression, for clarification, for pleasure, or for other personal purposes. Students write stories, poems, journal entries, and letters with little or no prompting.

Reading and Literature

Students read for information and pleasure, making frequent use of class, school, and public libraries. Students discuss their reading with each other and with the teacher. Students read a range of quality literature and respond to their reading with depth and understanding.

o Students participate in the evaluation process.

Listening and Speaking

Students are encouraged to share, to help each other by praising one another's strengths as speakers, and to offer suggestions for improvement. They base their comments on notes, student response cards, or checklists. Students also engage in self-evaluation, using previously established criteria to review their own taped presentations.

Composition

Teachers and peers respond at various stages of the writing process. Student writing can be projected on a screen for group evaluation based on a checklist. Students occasionally select the pieces for evaluation.

Reading and Literature

Students are encouraged to keep records of their own reading and to examine their own growth.

o Teacher-student conferences are used for evaluation.

Listening and Speaking

Teachers may base evaluation on replaying and discussion of videotaped or audiotaped presentations. They may also refer to notes or other anecdotal records, review a checklist of criteria in response to a specific presentation, or discuss concerns raised by the student.

Composition

Conferences are used during the prewriting and drafting stages to focus on content but may be used at any stage. Conferencing is also used to discuss comments on a final piece of writing.

Reading and Literature

Conferences are used to discuss with the student the books read, to listen to oral reading, to determine readiness for a given task, to probe responses to tests or the reasons behind the responses, to observe and discuss study strategies, and to explore interests in relation to future projects.

VII. The English Language Arts Curriculum Establishes Suitable Methods of Program Evaluation.

- The district recognizes that no single instrument can provide a comprehensive assessment of program effectiveness.
- The district uses the results of program evaluation to determine program changes.
- The district uses consistent, recognized procedures to assess program effectiveness.

Listening and Speaking

Program evaluation measures the degree of improvement of listening and speaking skills over a period of time and focuses on skills that are unique to oral communication. Evaluation takes place in communication situations that are familiar and nonthreatening.

Composition

Writing folders are kept for all students. Holistic and analytic measures are used appropriately, and expectations reflect the awareness that growth requires considerable time. The district provides teachers with adequate and appropriate training in evaluating writing.

Reading and Literature

The effectiveness of the reading and literature programs is determined not only by measurements of student growth but also by the time allotted for reading, availability of books and other media, the provision of opportunities for stimulating interest in reading, the balance of reading experiences, and the professional development of teachers.

LISTENING AND SPEAKING IN THE ENGLISH LANGUAGE ARTS CURRICULUM

Most students come to school already able to use and respond to oral language, whereas they must be taught to read and write. As a result, instruction in listening and speaking often does not receive the same classroom priority as reading and writing. Yet oral language is the major means by which information is communicated both in and out of the classroom.

Young people today have grown up with radio and television as part of their daily lives. By the time they finish their elementary education, chances are that students will have spent more time sitting and watching television than sitting in a classroom (Lundsteen, 1979). Children who spend a large amount of time without the opportunity to use language interactively have limited experience in understanding how they can influence the behavior of others or how their own behavior can be influenced by others.

Television viewing may influence the way students process information. Purposeful listening, for example, includes questioning and providing feedback; this cannot occur in an environment in which students are passive receivers of information. Students, in this role, may accept without question certain ideas presented by the media without recognizing the need to be discriminating viewers. For example, uncritical viewing of television may lead children to accept stereotypes, consider force as an acceptable way to solve disputes, and expect quick and easy solutions to difficult problems. Students need to learn how to put what they see and hear on television and radio in proper perspective--to recognize and judge propaganda, discriminate between fact and opinion, and evaluate the advertising which bombards them via the media. In order to prepare students for a world in which oral communication is so important, instruction in critical listening and effective speaking should start as soon as children begin school.

Effective instruction begins with providing a flexible and secure classroom climate in which students receive sensitive response to their personal experiences, prior knowledge, values, emotions, and attitudes. Effective teachers are aware of the needs and abilities of students whose communication methods differ from the majority of students in the class and will facilitate the participation of those students in discussion and other activities.

Instruction in listening and speaking should focus simultaneously on both roles in the communication process. In order to communicate a message effectively, speakers need to be in command of the content and also be aware of purpose, audience, and use of voice and gesture; they need to be aware of the social context and levels of language appropriate for that audience and situation. As listeners, students must learn to listen actively for specific purposes in a variety of social contexts. They need to develop strategies for processing and evaluating the ideas and information acquired.

In the elementary grades, students should be exposed to a broad range of listening and speaking experiences to increase their vocabulary and enhance their understanding and appreciation of the English language. They should interact with others in a variety of group situations and learn appropriate behaviors for acquiring and sharing information. They should begin to develop skill for determining the truthfulness, accuracy, and quality of oral information.

At the secondary level, students should continue to gain useful listening and speaking skills through informal interaction. They should also participate in more formal activities such as oral reporting, interviewing, debating, problem solving, and decision making. They should increase their ability to respond

aesthetically and to react critically to persuasive material or dramatic performances.

All the components of language--listening, speaking, reading, and writing--are interdependent and function together in a system that helps individuals to encounter, assimilate, and communicate experience. To function effectively both in and out of school, students must learn and then use effective listening and speaking strategies and habits, and develop appropriate attitudes. These generally do not develop automatically, but must be taught. They must be taught not only because they improve students' listening and speaking skills, but also because constructive listening and speaking habits, attitudes, and strategies developed in the classroom provide the foundation for thinking, reading, writing, and lifelong learning.

THE COMMUNICATION PROCESS

Anyone who is involved in communication is involved in a process, whether as listener, speaker, reader, or writer. The act of communicating unfolds in remarkably similar stages. First one prepares for the communication, then one is engaged with the communication, and finally one responds to the communication. The chart below identifies three stages of the communication process and examples of corresponding behaviors engaged in by listener, speaker, reader, and writer. Although the chart represents the stages as part of a linear process, in actuality **communication is recursive** and the stages often overlap. Those who are involved may return to any point in the process one or more times.

Examples Of Behaviors Within The Communication Process

	PREPARATION	ENGAGEMENT	RESPONSE
Listener	Focusing Predicting	Attending	Giving Feedback
Speaker	Planning	Presenting	Receiving Feedback
Reader	Planning	Monitoring Reflecting	Applying
Writer	Prewriting	Drafting Revising Editing	Publishing Sharing

The chart on the next page examines in greater detail the roles of effective listeners and speakers in the communication process.

THE ROLES OF EFFECTIVE LISTENERS AND SPEAKERS IN THE COMMUNICATION PROCESS

	THE EFFECTIVE LISTENER:	THE EFFECTIVE SPEAKER:
	FOCUSES/PREDICTS	**PLANS**
PREPARATION	o Understands the purpose(s) for listening in a specific situation o Is prepared to deal with distractions o Is ready and willing to be attentive o Suspends biases, judgments, and expectations which could interfere with reception of the message o Prepares to anticipate/predict the message	o Prepares materials with purpose, audience, time, and place in mind o Is prepared to handle distractions and changes in time, audience, or circumstances o Assembles sufficient material o Decides what to say and how to say it
	ATTENDS	**PRESENTS**
ENGAGEMENT	o Identifies organizational patterns in the communication; e.g., enumeration, cause and effect o Recognizes when organization is missing and needs to be imposed on the communication o Tries to anticipate the speaker's point(s) o Summarizes main points o Assesses the validity of the speaker's points o Draws inferences o Keeps in mind the speaker's possible hidden agenda or bias, if known o Raises questions when communication is unclear o Is sensitive to body language of the speaker o Is respectful of the speaker	o Presents ideas in a clear and organized manner o Addresses the audience using appropriate tone and diction o Speaks clearly and with appropriate volume o Uses appropriate intonations, gestures, and other nonverbal body language to facilitate communication o Tries to keep the interest and attention of the audience
	GIVES FEEDBACK	**RECEIVES FEEDBACK**
RESPONSE	o Experiences and may express a personal response to the message (aesthetic/emotional/appreciative) o Comprehends the message o Asks for clarification or additional information when needed o Comments constructively on what was presented o Evaluates the presentation	o Is sensitive to the reactions of the audience and ready to adapt presentation as needed o Accepts and responds to questions; explains or amplifies statements o Is open to constructive audience criticism

THE CLASSROOM AS A COMMUNICATION ENVIRONMENT

Language learning is a social activity and occurs best in situations that encourage discussion and sharing. The environment must be supportive and nonthreatening--one in which students receive sensitive response to their personal experiences, prior knowledge, values, emotions, attitudes, and efforts to communicate. Because learning something new entails an element of risk, errors should be viewed as an expected part of the learning process. For many students the risk of sharing themselves with others is magnified when the sharing is done before a large group or an authority figure such as the teacher. For this reason, listeners need to be sensitized to situations in which speakers may feel vulnerable and consequently anxious. Students deserve praise for their oral communication efforts and need encouragement in order to put nervousness or errors in perspective so that their oral language skills and learning can grow.

Because listening and speaking are related processes, one does not occur without the other in the majority of situations. For some students, however, this relationship is affected by hearing or speaking difficulties; most students with hearing or speech impairments are able to communicate but they may need amplification or other modifications within the classroom. They may also require services from a teacher of the speech and hearing handicapped. For some students with severe handicaps, the use of alternative language systems may be necessary.

Activities that create a supportive classroom atmosphere for language use and encourage social interaction may include the following:

- o Small- and large-group discussions

  To provide students with a structure for exploring and

reacting to ideas, for problem solving, for sharing written works, and for responding to literature

- Peer tutoring and peer evaluation

  To create effective informal learning situations

- Pantomime, music, art activities

  To encourage self-expression and stimulate communication for students with severe communication problems

The Teacher's Role

- Be an exemplary model of listening and speaking habits and behaviors expected of students.
- Provide diverse opportunities for speaking and listening activities.
- Use oral communication situations to strengthen the students' self-image.
- Show respect for students by not interrupting, by giving students the time to answer or speak, by acknowledging a student's contribution to a discussion, and by responding honestly or commenting briefly on what the student has said.
- Avoid sarcasm, use praise appropriately, and provide specific feedback on listening and speaking skills.
- Focus on the meaning of the student's communication and not solely on how the message is delivered.
- Demonstrate an interest in and enjoyment of language by

pointing out unusual uses of language or engaging in language play such as puns, jokes, and riddles.

- Encourage participation and feedback among students rather than solely between students and teacher.

- State the purpose and explain procedures at the beginning of each lesson or activity.

- Give directions only once but always provide an opportunity for clarification.

- Encourage students to develop and observe guidelines for listening and speaking presentations.

- Encourage acceptance of individual differences in students as well as alternative methods of communication.

- Have high expectations for all students, including students with handicapping conditions.

Physical Environment

A positive communication environment is enhanced by the arrangement of the physical environment. The arrangement should be flexible and comfortable and should permit maximum interaction based on the purpose of the specific activities. Desks, chairs, tables, and other furnishings should be conveniently placed to permit a variety of instructional settings and should be accessible for students with handicapping conditions.

Seating arrangements should allow for eye contact with the speaker for both large- and small-group discussions. The arrangement should accommodate individuals with special needs, e.g., students with hearing or visual impairments. A horseshoe or semicircular

arrangement of the audience with the speaker positioned at the end allows greater audience interaction than does seating in rows. Informal arrangements such as sitting on the floor add a positive dimension to certain listening and speaking situations.

Use of chalkboards, bulletin boards, overhead projectors, and easels to display charts, art work, graphs, or illustrations facilitates speaking and listening activities. In some cases presentations are enhanced by incorporating photographic slides or audio- or videotape segments. A portable podium or desk top lectern is useful in some formal speech situations. Such equipment lends decorum to the occasion and provides a sense of security to help alleviate the stage fright of the inexperienced speaker.

Listening and Speaking Centers

Setting and Equipment

A comfortable setting should be established for individual or small-group listening and speaking activities. Such a setting can be as simple as a table separated from the rest of the room by a screen, bookcase, or file cabinet. An area near the classroom library can be used for this purpose. Equipment should be near electric outlets to avoid having long cords under foot. Students should be instructed in how to use the equipment; the rules for use should be explained in advance and posted for easy reference. Materials should be accessible, clearly labeled, and logically organized. A more elaborate arrangement might include carrels for individual activities such as tape-recording and viewing of filmstrips, slides, or videotapes. All arrangements and equipment should be accessible for students with handicapping conditions. Adapted audiovisual aids or visual magnification may be required.

Audiovisual aids are important means of drawing attention to and improving speaking and listening skills. This is especially

true because people neither see nor hear themselves as others do. Videotaping different types of formal or informal speaking and listening activities provides students with unique opportunities to see and hear themselves as they appear to others. Student-prepared tapes, commercially prepared video disks, videotapes, audiotapes, records, slides, films, filmstrips, and even telephones can be used to provide rich and concrete experiences in listening and speaking.

Resources and Activities

Activities in the listening and speaking center can be done with a partner or independently. Some examples of resources to support the activities in this setting are:

- Tapes describing a place familiar to the students from personal experience or through history or geography study; listeners identify the place

- Pictures, scribbles, photographs, objects, and puppets to serve as starters for storytelling, conversations, or explanations. Photographs of personal significance could be the basis for personal expression both orally and in writing.

- Tapes of poems featuring onomatopoeia, alliteration, or rhyme to focus on specific sound aspects of poetry

- Tapes of stories, dramatic readings, and plays plus the written text for "reading along" can be provided to integrate listening and reading experiences

- A list of tongue twisters for practice with a partner for fun, as well as for practice in articulation

- A file of jokes, riddles, and anecdotes to practice for sharing aloud

- Tapes of peer-composed introductions of famous people such as historical figures or celebrities; listeners guess the identities of the people

- A classroom library that provides students with books and stories to share and discuss

- Tapes of different types of music to which students express personal responses in writing or orally

- Audio- and videotapes of persons with unique or different methods and styles of communication (accents, electronic communication devices, signing)

- Tapes of famous performers modeling good speech as they perform dramatic scenes, tell stories, or read poems

- Tapes of famous speeches. These can be evaluated on the basis of affective response, language, organizational structure, historical impact, etc.

Students should be encouraged to make their own tapes for others to enjoy and to contribute riddles, tongue twisters, pictures, and other materials to enrich the listening and speaking center.

Group Interaction in the Classroom

An effective classroom climate comes partially from sharing feelings and ideas in an informal way during daily classroom activities. To build confidence and trust in each other, students need to practice talking and sharing in whole-class or small

groups. Use of pairs and small groups creates a comfortable mini-audience and gives each student frequent opportunities to be both a contributing and receiving member. Listening and speaking to others within a small-group setting give students the opportunity to get to know each other as individuals and help to dispel stereotypical thinking about different racial, religious, or ethnic groups, as well as about individuals with handicapping conditions. When determining small-group configuration, it is important to consider individual student needs and abilities to ensure that students with handicapping conditions are included appropriately.

Small Groups

Working in small groups provides opportunities for students, even at a young age, to develop a sense of audience and purpose, to derive enjoyment, to interact socially, to share information, and to think critically in a dynamic oral communication environment. The teacher should be aware, however, that if the group process is to work successfully, the students need to establish confidence in their ability to participate, evaluate, and learn within the group and to trust each other. It is important that the teacher first discuss and model appropriate behavior for group interaction. At first, students may be most at ease in selecting their own partners. Later, the teacher may make other compatible pairs for designated instructional purposes. As a result of this variety of pairing, students expand their acquaintanceships and begin to feel more comfortable talking and sharing with many other classmates. Grouping by birthday, clothing color, number of pockets, house numbers above and below 100, and personal interests provides interesting combinations.

Students need help and practice in learning to use group interaction constructively. A good way to encourage interaction for students who are unfamiliar with group process is to give a

small group a one-step task to accomplish in a 10- or 15-minute time period. The teacher first establishes the purpose for the group and makes sure the students clearly understand their task. Later, tasks can become more complex and self-directed.

The size of a group is usually determined by the task and purpose of the instruction. However, a good rule of thumb seems to be three to five members. Groups larger than five may lead to disruption of task and less opportunity for all members to participate. Also, groups of more than five tend to break down into subgroups.

The period of time for group work will vary with the task, purpose, ability, and age levels of the students involved. However, enough time should be allowed for the teacher to circulate among groups in order to instruct, clarify, stimulate, answer questions, and redirect the group process. The amount of experience a class has had with the group process also influences the decision on how much time to spend. At the beginning stages of the group process, brief time periods and limited tasks are essential, whereas more experienced groups may meet periodically over a period of several days or even a few weeks.

Class Meetings

One way to teach the group process as well as the elements of good speaking and listening is to hold brief class meetings several times a week. A sample procedure for class meetings follows:

1. Teacher and students sit in a circle. Begin by reminding students of two basic class-meeting rules that must be followed.

    - Only one person speaks at a time.
    - All ideas are accepted politely.

2. Clarify the purpose of the meeting.

3. Ask a simple "warm up" question related to the purpose of the meeting.

4. Students take turns sharing their answers to the question. If a student has nothing to say, he or she may say, "I pass." Passing is an acceptable option.

5. Ask if anyone has any other ideas to share on the topic.

6. Go around the circle again.

7. Next, ask one student to summarize the ideas presented by the group.

8. Now announce that it is time for open discussion. Students then raise their hands if they have thought of something further to add or if they wish to comment on the ideas expressed by someone else. Choose one student to speak and then he or she calls on the next student to speak and so on.

9. After a brief period of open discussion, call the meeting to a close by asking one student to summarize the main points discussed in the meeting.

Once the students are aware of the dynamics and rules for different types of group interaction, the group process may be used routinely for a variety of communication purposes.

Suggested Activities

In a nonthreatening classroom atmosphere students can have

many and diverse opportunities for oral expression with peers in large and small groups. They can be involved in activities such as:

- Role playing
- Dramatic presentations
- Classroom discussions
- Panel discussions
- Questioning activities
- Lecture presentations
- Debates
- Interviews
- Group problem solving
- Brainstorming
- Critically examining an issue to clarify their own ideas
- Collecting and sharing poems, stories, puns, riddles
- Collecting, selecting, and organizing data for reports, debates, experiments, etc.
- Goal setting or task assignment for a class activity
- Responding critically to an individual's work or presentation
- Revision of an individual's work
- Book talks

As a result of these experiences, students learn to communicate their ideas, emotions, opinions, values, and experiences; recognize the need to share, to help one another, and to give and receive constructive criticism; and become aware of the need for clarity of expression, of the uses of formal and informal language, and of the differences between hearing and listening.

Assessment Criteria

Informal evaluation of how well the students are learning the communication skills can be made by teacher observation.

Students should be able to:

- Speak clearly
- Listen courteously
- Listen for information
- Retain information
- Talk together as a group
- Summarize the main ideas discussed

Further information about assessment can be found in "Evaluation of Listening and Speaking Skills," pages 63-69.

INTEGRATING LISTENING AND SPEAKING ACROSS THE CURRICULUM

The Role of Oral Language in Learning

Loban's 1976 longitudinal study that followed the language development of 211 students from kindergarten through twelfth grade showed that those students who had superior oral language skills in kindergarten and first grade before they had learned to read and write were the same students who excelled in reading and writing by the time they were in sixth grade. Throughout the thirteen years of the study, the language skills of this group were consistently several years ahead of those students who had less oral skill when they first began school; oral language proficiency was clearly advantageous to students in developing other communication skills.

Oral language skills are the foundation not only for reading and writing development but also for personal, social, and intellectual growth. Having numerous opportunities to communicate orally encourages students to express themselves, to think, to remember, and to evaluate and appreciate the expressions of others. Proficient listening and speaking skills provide students with tools for comprehension and problem solving.

Since oral language is the primary medium for communication in the classroom, students with poor listening and speaking skills are at a disadvantage. Not only do they have difficulty listening effectively, they also may lack the oral skills to ask helpful, focused questions to clarify what they have heard.

Listening and speaking are related processes, and both are essential tools for learning across the curriculum. Students may be able to hear, but they need to be taught to listen. They may be able to speak, but they need to be taught to communicate effectively. As students become adept listeners and speakers,

they are able to relate new ideas to their own experiences, synthesize and analyze concepts, reflect on and evaluate their own ideas, judge the ideas of others, and, based on what they hear and discuss, formulate new relationships, concepts, and judgments. These thinking skills are essential in all content areas. In a curriculum that provides for purposeful listening and speaking activities in every content area, all students, including those whose handicapping conditions affect their ability to communicate, will develop standards for effective communication and apply those standards to themselves and others.

In order for students to become more effective learners, planned instruction in listening and speaking skills is essential. Through planned instruction teachers provide opportunities for students to develop essential communication skills, habits, and attitudes. Both formal and informal activities promote the development of communication skills and encourage students to become actively participating speakers and listeners.

Emphasis should be placed on developing listening and speaking skills in frequently occurring situations such as class discussions, group interactions, and conversation, beginning at the early primary grades and continuing through the secondary levels. Instruction in oral skills has traditionally focused on formal speaking situations such as prepared and extemporaneous speeches, debates, panel presentations, and formal oral reports. Certainly this kind of instruction should continue, but attention needs to be focused also on informal classroom situations which occur even more frequently. At all levels, instruction in listening skills should focus on helping students comprehend what they hear. This includes teaching students how to listen for and remember essential information, analyze statements, draw conclusions, and evaluate what they hear. In addition, students need frequent opportunities to participate in word play, creative dramatics, storytelling, skits and plays, choral and poetry readings.

Listening, Speaking, and the Composing Process

Oral language skills are crucial to the development of writing skills. The students' listening and speaking vocabularies are the vocabularies upon which both reading and writing develop. Speaking and writing are alike in that both oral and written communication require a knowledge of words and how to arrange them in a pattern that accurately conveys intended meaning. Students' writing skills can be enhanced by effective listening, such as when they listen purposefully to the sounds around them and then write descriptions of auditory images to create a mood or set a scene.

The composing process provides opportunities to practice a variety of communication behaviors and is an ideal vehicle for integrating language skills so that each can enhance and complement the other. During the composing process, students may speak, listen, write, and read; at any time they may discuss, share, take notes, respond to their own ideas or the ideas of others, reorganize materials, solve problems, and make judgments.

Sometimes these behaviors are overt, as when peers are working together or the teacher is working with a student; sometimes these behaviors are carried on by the students within themselves--a kind of internal discussion by the students about what they will write, are writing, or have written.

The composing process encompasses everything that goes on from the initial thinking about a topic to the publication of the finished product. Skillful listening and speaking can enhance this process at all stages.

During the prewriting stage, for example, students may:

- Brainstorm ideas
- Identify and discuss possible topics
- Seek advice or help
- Plan the writing with a peer, the teacher, or a small group
- Seek more information or clarification
- Share experience

During the drafting stage, students may:

- Discuss ideas, organization, transitions, imagery, etc. with self, peers, or teacher
- Ask for and give information, encouragement, direction
- Ask a peer to retell the writer's story to determine whether the writer's intent is clear to the listener

During the postwriting stage, students may:

- Revise orally
- Read their writing aloud to others
- Listen to and respond to someone else's writing
- Ask for proofreading and editing help
- Seek suggestions for making the writing more appealing or informative
- Discuss and evaluate content, style, theme, plot, or organization
- Present their own skits, scenes, plays, poems, stories, or reports

Conferences

One situation in which students may practice focused listening and engage in purposeful problem solving is in conferences. Conferences may take place at any point in the writing process

and may be held for a variety of purposes. In a conference situation, skill and depth of understanding in listening are essential in order for the questioner to ask the most relevant, useful, and supportive questions of the writer. The writer, in turn, must listen carefully in order to respond to the questions raised or to understand and evaluate information presented. Successful interaction between writer and audience hinges upon the effective application of listening and speaking skills. For an explanation of some types of conferences, see the New York State Education Department's publication Composition in the English Language Arts Curriculum K-12, pages 9-10, 13-14, and 19-20.

Listening, Speaking, and the Reading Process

Listening and speaking are vital both for learning to read and for learning through reading. Listening and speaking activities should encourage students to use language, look at topics from different perspectives, experiment with and share new ideas, make predictions and interpretations, take a position and support it, evaluate ideas and information, and communicate acquired knowledge to others. When students engage in listening and speaking activities as part of the reading process, they interact with each other and with the text, thereby enhancing understanding, interpretation, and recall of the selection. In short, listening and speaking activities provide avenues for active response before, during, and after reading. Noted below are some of the roles which oral communication may take during each phase of the reading process.

Planning

When skillful readers plan their reading, they evaluate prior knowledge, anticipate content, preview material, generate questions, predict areas of difficulty, and identify expected outcomes. Student activities using oral communication for planning may include:

- Participating in goal-setting discussions in small groups or with the whole class

- Discussing purposes for reading and the form in which it will be assessed

- Generating questions about the possible content of the selection based on title, headings, illustrations, photos, or captions

- Sharing prior knowledge about the topic, theme, or situation

- Comparing experiences or predictions, or reacting and reflecting on ideas offered within the group

Monitoring

During this phase, skillful readers interact with text in light of established purposes, monitor their understanding, apply corrective strategies where necessary, and impose organization on the material. Listening and speaking activities that can involve groups of students in the monitoring phase may include:

- Discussing questions generated in the planning phase

- Imitating the think-aloud model demonstrated by the teacher

- Creating charts, grids, webs, or other graphic organizers that express key ideas and their relationships

Responding

Skillful readers respond to their reading by thinking, talking, or writing in light of their prior knowledge, prereading questions,

or personal reactions. Students may use oral communication for responding by:

- Paraphrasing information or ideas for a different audience
- Summarizing information using a question-answer-conclusion or other format
- Generating a list of significant questions about the text for group sharing and discussion
- Cooperatively creating a structured overview or semantic map

Reflecting

During this phase, skillful readers consider their learning strategies and outcomes in retrospect. Examples of oral communication activities that can help students reflect on their reading are:

- Interviewing teachers or peers about their study strategies
- Holding a problem-solving conference with peers or teachers
- Focusing on the author's craft by identifying and discussing examples of effective words, phrases, and patterns of organization

Applying

Although not every reading task need result in immediate use or creative application, it is important that students see reading as a functional process. The following activities offer several possibilities for helping students to expand on their interactions with text through listening and speaking:

- Solving a problem presented or suggested by the reading
- Preparing and presenting an oral retelling or interpretation of the reading
- Preparing and presenting a synthesis of ideas from the reading

When students participate in listening and speaking activities to plan, monitor, respond to, reflect on, and apply their reading, they are relating what is read to their own knowledge and experiences. Instead of merely filling in the blanks, answering literal questions, or circling correct answers, students are actively engaged in the learning process as they cope with text and with their responses to it.

Listening, Speaking, and the Content Areas

Communication activities based on content-area subject matter encourage interaction among students, teacher, and topic and promote greater student interest in, involvement with, and understanding of the topic. Listening and speaking activities and strategies used within content lessons capitalize on communication skills and processes to enhance the learning of the subject-matter. The use of functional context leads, in turn, to the reinforcement and maintenance of communication skills because they are directly applied to the acquisition and use of subject-matter knowledge.

Content-area lessons which integrate well-developed listening and speaking activities aid student learning by:

- Promoting the use of clear, concise oral language to present thoughts or information related to the topic

- Supporting the student's thinking skills and problem-solving abilities in relation to the topic

- Helping students develop a more positive self-image by fostering critical, thoughtful, and constructive contributions to class discussions

- Stimulating and encouraging open-minded approaches to the ideas and attitudes of others

- Nurturing an appreciation of drama, poetry, stories, and other forms of artistic expression

- Fostering acceptance of differing communication styles

Listening and Speaking Activities That Foster Learning Across the Curriculum

Planning

- Planning cooperatively for a class activity
- Pooling ideas and sharing what is already known about a new topic
- Pooling resources and identifying their location
- Identifying problems to be solved or questions to be answered in an investigation, unit of study, or project
- Formulating a course of action, series of steps, or methods of investigation to be followed in completing the tasks identified

Predicting

- Anticipating new ideas which are likely to be presented in a selection

- Guessing the actions or events which may take place in a story or play
- Hypothesizing possible outcomes of an experiment or investigation
- Stating tentative solutions to a problem

Gathering and Sharing Information

- Listening for specific facts and details related to a topic of study
- Interviewing an individual or group for facts or opinions
- Asking questions to clarify important points or to probe for deeper meaning
- Reviewing a sequence of actions in a story, a chronology of events, or a set of directions or procedures to carry out an activity
- Reporting facts or ideas learned as part of an investigation or study of a topic
- Presenting information or ideas from notes taken through research, in interviews, or from personal experience
- Presenting formal speeches based on investigation, research, or supported personal opinion

Discussing

- Contributing ideas learned from one or more sources
- Sharing personal experiences
- Sharing reactions to performances, events, or statements
- Summarizing or paraphrasing a report, reading assignment, lecture, or presentation

Analyzing and Criticizing

- Reviewing facts and ideas to discover their relationships to each other and to concepts already known

- Determining implications or expected outcomes from a set of related facts or activities
- Determining the relevance, completeness, or accuracy of new information or ideas obtained through reading, experimentation, or discussion
- Reflecting on a line of reasoning, a generalization, or a statement to detect fallacies of logic
- Debating topics which can be viewed from multiple perspectives

Performing

- Dramatizing or role-playing a situation to make it more real or meaningful
- Acting out a play, reciting a poem, singing, or engaging in dramatic choral reading based on content-area subject matter
- Enjoying word play through rhymes, jingles, limericks, riddles, jokes, and poems related to a topic being studied
- Acting out a situation using mime, gestures, or signing

Appreciating

- Reacting to an author's or speaker's craft by identifying tone, analogy, phrasing, dialogue, or characterization which make the presentation more enjoyable or complete
- Reflecting personally on the aesthetic or emotional significance of a reading selection or oral presentation and sharing reactions with others
- Describing personal reactions to new concepts or ideas
- Responding orally to the structure, organization, or flow of a piece of text or an oral presentation

EXPECTATIONS FOR STUDENT LISTENERS AND SPEAKERS K-12

The Overview charts on pages 49-50 identify the four **purposes** for listening and speaking and the instructional objectives for each. These purposes are:

- Listening and speaking for social interaction
- Listening and speaking for information and understanding
- Listening and speaking for critical analysis and evaluation
- Listening and speaking for personal response

The Chart of Expectations that follows is intended to help develop programs to provide students with numerous and varied opportunities to use and respond to oral language. The development of oral communication skill is recursive and continuous, with students sometimes refining earlier skills and sometimes exploring new ones. For this reason, skills have not been assigned to specific grade levels. Students need to engage in activities that develop their listening and speaking skills at <u>all</u> grade levels.

Objectives

For each of the above listening and speaking **purposes** a number of expected **objectives** have been identified. The objectives are stated in terms of what effective listeners and speakers should be able to do in order to fulfill adequately the four purposes identified. Since the instructional objectives are valid at all grade levels, differentiation should occur in the selection of appropriate activities and the degree of expected achievement. For some students whose handicapping conditions necessitate the development of communication skill in other than traditional oral language, the purposes for listening and speaking can be met through modification of the objectives and related activities.

Each objective includes a list of related **focus skills**, those abilities students will evidence when the objective is achieved. They provide direction for developing activities to help students achieve the objectives, and they are useful indicators of the level of student proficiency. Using the focus skills as criteria, teachers can determine proficiency through observation of the intended student behavior or can infer proficiency by observation of related behaviors.

OVERVIEW OF PURPOSES AND OBJECTIVES FOR LISTENING AND SPEAKING K-12

Purposes	Objectives - The student will:
I. LISTENING AND SPEAKING FOR SOCIAL INTERACTION Communicating in everyday interpersonal situations	1. Practice the elements of good listening and speaking in conversation 2. Demonstrate principles of good listening and speaking in group situations 3. Participate in meetings as a member of an organization 4. Take and give messages with completeness and accuracy
II. LISTENING AND SPEAKING FOR INFORMATION AND UNDERSTANDING Acquiring, interpreting, applying, and transmitting information	1. Follow and give oral directions 2. Listen for and relate essential information 3. Listen for and use language that demonstrates appropriate patterns of organization in formal presentations 4. Identify and use critical thinking and problem-solving skills 5. Identify and use vocal characteristics that influence the meaning of oral language 6. Identify and use levels of language, idiomatic expressions, and figures of speech that enhance oral communication 7. Interpret and use nonverbal cues, such as body language and visual aids, that enhance an oral message

Purposes	Objectives - The student will:
III. **LISTENING AND SPEAKING FOR CRITICAL ANALYSIS AND EVALUATION** Evaluating and generating information and ideas according to personal or objective criteria	1. Formulate and express judgments about the content, organization, and delivery of oral communication 2. Evaluate and generate statements of opinion, personal preference, and values 3. Evaluate and use persuasive techniques 4. Evaluate and present ideas and information transmitted by nonprint media and visual aids
IV. **LISTENING AND SPEAKING FOR PERSONAL RESPONSE** Communicating for appreciation and entertainment	1. Enjoy listening to and sharing personal experiences, stories, and drama 2. Appreciate and orally interpret sounds, words, imagery, repetition, rhyme, and rhythm patterns in language

CHART OF EXPECTATIONS FOR STUDENT LISTENERS AND SPEAKERS K-12

The following chart indicates the focus skills or behaviors students will evidence when they have achieved the objectives identified for each of the purposes of listening and speaking. The degree to which a student exhibits these behaviors serves as an indication of that student's progress toward meeting the objectives.

I. LISTENING AND SPEAKING FOR SOCIAL INTERACTION

Communicating in Everyday Interpersonal Situations

OBJECTIVE 1: The student will practice the elements of good listening and speaking in conversation.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Distinguish between hearing and listening o Determine that the situation requires listening and then prepare to listen o Listen to discover speaker's purpose o Identify own purpose for listening o Avoid interrupting o Maintain eye contact as appropriate o Provide verbal/nonverbal feedback to speaker o Relate ideas to personal experiences or prior knowledge o Respect a speaker's unique or different manner of communicating and obtain meaning despite unusual accent, alternate means of speaking, or vocal quality	o Use language appropriate to purpose, occasion, and audience o Offer ideas related to topic o Be responsive to listeners' needs and reactions o Practice courtesy (e.g., avoid sarcasm or ridicule; avoid trying to dominate the conversation) o Make relevant and coherent statements either to initiate a conversation or to respond appropriately	The teacher should serve as a role model and should, by example, encourage students to speak clearly and in an organized manner, to speak in a well-modulated voice, and to show courtesy to other speakers and listeners. Teachers need to help students understand that active listening plays a vital role in interpersonal relationships, both inside and outside the classroom.

OBJECTIVE 2: The student will demonstrate principles of good listening and speaking in group situations.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Seek clarification, if needed, by asking questions o Paraphrase and summarize to clarify o Withhold judgment until speaker finishes o Concentrate more on content than delivery	o Contribute ideas in brainstorming o Take turns contributing to discussion o Explain or clarify meaning of ideas offered o Respond courteously to ideas offered by others o Summarize to assure focus and clarity o Focus comments on issues or interpretations; avoid personal attacks	Informal discussion in a group or circle provides practice for active listening, that is, listening to hear meaning as well as words. The teacher should set the climate for informal grouping by acting as a facilitator. As many students as possible should be involved so that a number of views may be freely discussed; students should be encouraged to ask questions of a speaker at the close of the speaker's remarks. Students should be given a number of opportunities during the year to assume the role of speaker or discussion leader.

OBJECTIVE 3: The student will participate in meetings as a member of an organization.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Listen attentively during all stages of a meeting in order to respond according to established procedures	o Contribute to a meeting by participating in discussion in accordance with established procedures	Students can better understand the operation of a meeting by forming a class club for a common purpose. The aims of parliamentary procedure should be discussed and students should be required to incorporate such procedures into the club's meetings. Club officers should be changed at reasonable intervals so a number of students have the opportunity to function in leadership roles.

OBJECTIVE 4: The student will take and give messages with completeness and accuracy.

Listening Focus Skills- The ability to:	Speaking focus skills- The ability to:	Comments
o Listen attentively in order to record important details o Recognize incomplete and unclear messages in order to seek clarification o Recognize the degree of importance of the message in order to respond appropriately	o Provide complete and accurate information o Restate information when necessary to assure clarity and accuracy of the message o Identify the intended recipient of the message and the message's degree of importance	Giving and taking messages is one of the most "real-world" skills students will need. Activities such as arranging for interviews or guest speakers, requesting or clarifying information, or ordering resource material provide natural opportunities for students to be the givers or receivers of messages. Literature lessons may also provide creative opportunities for having students act out situations in which characters give and receive oral messages related to the events in the story. Students should also have the opportunity to transmit oral messages from person to person as a way of discovering that a message can change in the transmission, or that cultural differences can result in misinterpretation; therefore, careful listening and accurate restatement are essential.

II. LISTENING AND SPEAKING FOR INFORMATION AND UNDERSTANDING

Acquiring, Interpreting, Applying, and Transmitting Information

OBJECTIVE 1: The student will follow and give oral directions.

Listening Focus Skills- The ability to:	**Speaking Focus Skills- The ability to:**	**Comments**
o Identify essential details o Note sequence of steps accurately o Use strategies such as mnemonics and signal words to aid recall	o Provide essential details o Give a clear sequence of steps o Use signal or transition words to provide clues to the listener	Both speakers and listeners need to be able to identify essential information and recognize the appropriate sequencing of that information. Students can practice these skills in the content areas through activities such as explaining how to play a game, perform a process, or give directions while other students listen and try to follow the speaker's instructions.

OBJECTIVE 2: The student will listen for and relate essential information.

Listening Focus Skills- The ability to:	**Speaking Focus Skills- The ability to:**	**Comments**
o Identify main ideas either directly stated or implied o Identify relevant supporting details and examples o Identify relationships among ideas either directly stated or implied	o State main ideas clearly o Support main ideas with relevant details and examples o Make clear the relationships among ideas	Learning to listen actively requires the listener to understand the purpose for listening and to assign meaning to the message. Some students who have grown up with television have a relatively short attention span, which in turn affects their ability to participate in conversations and other situations in which active listening is required. One activity that could help students to develop their active listening skills would be for them to prepare news broadcasts or oral commentaries based on some aspect of content-area school work. Listeners respond, identifying relevant information, thus reinforcing content-area knowledge.

OBJECTIVE 3: The student will listen for and use language that demonstrates appropriate patterns of organization in formal presentations.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Anticipate the speaker's plan of organization o Identify key words and phrases that indicate purpose, main ideas, and important details o Identify signal words that indicate the organizational structure of the speaker's message: enumeration, cause-effect, comparison-contrast, sequence of events o Listen for a conclusion that summarizes the main ideas presented	o Indicate a plan of organization as part of the introduction to a formal presentation o Use appropriate key words and phrases to emphasize purpose, main ideas, and important details o Use signal words to provide clues to the organizational structure of the message o Conclude the presentation by summarizing main ideas	Students need to have experience in preparing oral presentations for a variety of purposes in order to understand that the purpose for the communication dictates its content and organization. Students may be asked to narrate a story prompted by a series of pictures; to compare or contrast two events, pieces of literature, characters, or processes; to make and support generalizations based on personal experiences, literature, or content-area materials. Instruction should provide students with a range of options for organizing and presenting their ideas and sufficient time to select, prepare, and organize their materials carefully.

OBJECTIVE 4: The student will identify and use critical thinking and problem-solving skills.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Identify the problem being considered o Anticipate the speaker's line of reasoning o Identify conflicting, missing, or unclear information in order to seek clarification o Consider possible outcomes and draw conclusions based on information heard o Suspend judgment until all proposed solutions have been presented	o Describe a problem accurately o Provide clear, complete, consistent information about the problem o State tentative hypotheses and predict possible outcomes o Use a clear line of reasoning to develop solutions o Suggest one or more possible solutions	Students of all ages can benefit from posing a problem or problems they would like to have solved (e.g., how to stop lunchtime littering in the school yard). In the lower grades, one student may present a problem related to a school activity or to subject matter while the others listen. Using the information presented, students suggest possible solutions. Older students can be led into recognizing and employing a more formal process for problem solving, e.g., defining the problem, analyzing the problem, suggesting possible solutions, developing and comparing solutions, selecting the best solution, trying out the solution, and evaluating the solution.

OBJECTIVE 5: The student will identify and use vocal characteristics that influence the meaning of oral language.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Recognize that meanings of statements vary, according to vocal characteristics such as tone, volume, pitch, and rate	o Use vocal characteristics effectively to emphasize meaning	The effect of vocal emphasis on the meaning of an oral communication is often taken for granted. One activity that helps students to recognize this connection is one in which a line from a play, poem, or story being studied is written on the chalkboard. Students are asked to read it aloud a number of times, each time stressing a different word. After each reading, students interpret the new meaning of the line. This activity can lead to a discussion of how certain types of punctuation (e.g., question mark, exclamation point) indicate in written communication what voice does in oral communication. Students who are given the opportunity to write and perform dialogue for skits and short plays can apply what they have learned to a real communication situation.

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OBJECTIVE 6: The student will identify and use levels of language, idiomatic expressions, and figures of speech that enhance oral communication.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Distinguish between literal and figurative meaning of a word, phrase, or sentence o Recognize words or phrases that convey feelings or images o Recognize terminology or jargon that is unique to a particular occupation or group of people o Recognize the level and intended meaning of language and idiomatic expressions used by a speaker o Recognize and respect cultural differences in language used by a speaker	o Use figurative language such as metaphor to add color, variety, and clarity to spoken messages o Choose vivid, descriptive words and phrases to suggest feelings or images o Use terminology that has specific meaning in relation to a specialized topic or task o Use idiomatic expressions and a level of language appropriate to the audience and situation	Students need to be encouraged to think about language, to examine it, and to explore its possibilities. Sensitivity to language is especially important when poetry is read and original poetry is written. Younger students can read or have read to them stories such as The King Who Rained and learn about homophones. Through word play, students can be made aware of homonyms, antonyms, and synonyms and discover the multiple meanings of words. Older students can learn to use oral language playfully by writing and presenting puns and riddles; they can examine the literal and figurative meanings of idioms; explore the different levels of usage for various audiences; and become aware of figures of speech they encounter in their reading, hear in the media, or note in conversations.

OBJECTIVE 7: The student will interpret and use nonverbal cues, such as body language and visual aids, that enhance an oral message.

Listening Focus Skills-
The ability to:

- Interpret the posture, facial expressions, and gestures displayed by a speaker
- Recognize the relationship between visual support materials and oral content
- Recognize that a speaker may exhibit unintentional or uncontrollable facial expressions and body movements

Speaking Focus Skills-
The ability to:

- Use appropriate facial expressions, eye contact, gestures, and posture to reinforce the oral message
- Use models, charts, maps, graphs, or other visuals to support an oral presentation

Comments

Communication may take place through body language, and students should become conscious of its importance. They should recognize the need to use nonverbal cues to clarify or expand a message and to adjust the manner of communication to accommodate a listener's special needs. Teachers can focus students' attention on body language through activities involving pantomime and through use of film and videotape clips that are run without sound. Students interpret the messages conveyed by facial expressions, posture, and body movements. These kinds of activities have the additional advantage of sensitizing students to the problems of hearing-impaired individuals and to the differing cultural interpretations of nonverbal signals such as eye contact.

Students should be encouraged to use visual aids to clarify and make more interesting oral presentations. This activity is especially appropriate in the content areas.

III. LISTENING AND SPEAKING FOR CRITICAL ANALYSIS AND EVALUATION

Evaluating and Generating Information and Ideas According to Personal or Objective Criteria

OBJECTIVE 1: The student will formulate and express judgments about the content, organization, and delivery of oral communication.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Formulate judgments about appropriateness of ideas used in meeting the requirements of purpose and audience o Evaluate the adequacy of examples, details, or reasons used to support ideas o Judge the quality of content and delivery, based upon needs of audience, purpose, and context o Formulate judgments regarding the overall organization of the presentation o Judge the validity of the speaker's conclusions in light of the information presented o Evaluate the delivery in terms of the effective use of voice, language, posture, gestures, and visuals o Evaluate the influence of delivery on content	o Select and present ideas that are appropriate to the purpose and audience o Select examples, details, and reasons that will adequately support the ideas o Select content and choose strategies for delivery in light of audience, purpose, and context o Organize presentation so that ideas and information are clear o Draw valid conclusions from information presented o Enhance delivery by effective use of voice, language, posture, gestures, and visuals o Enhance the content by the use of effective delivery strategies	Students need help in developing criteria they can apply both as speakers and listeners to evaluate the content, organization, delivery, and effectiveness of oral communications. Such criteria might include evaluation of the completeness, accuracy, and relevance of the materials and information presented; the clarity and organization of the presentation; the validity of conclusions drawn from information presented; the effectiveness of the speaker's voice quality, enunciation, and delivery; the degree of eye contact with the audience and the use of body language; and the appropriateness of visual aids.

OBJECTIVE 2: The student will evaluate and generate statements of opinion, personal preference, and values.

Listening Focus Skills-
The ability to:

- Judge the relevance of statements in relation to the topic
- Judge the completeness of support material
- Judge the appropriateness of reasons, examples, or details used to support statements
- Evaluate the accuracy of details provided to support the statements
- Consider the experience, qualifications, and possible bias of the speaker
- Identify the effect of one's own point of view in evaluating the opinions, personal preferences, and values expressed by others

Speaking Focus Skills-
The ability to:

- Make statements based on opinion, personal preference, or values
- Provide sufficient support for ideas expressed
- Provide appropriate reasons, examples, or details to support statements
- Provide accurate information to support the position taken
- Recognize the effect of one's own experience, qualifications, and possible bias on one's statements
- Recognize the similarities and differences between the point of view of the speaker and the audience

Comments

Students need the opportunity to discuss issues of importance to them, especially when there is a diversity of opinion within the group. They need to be open to opinions presented with logic, organization, and clarity, and to engage in and respond to questioning. Both as speakers and listeners, students need to be able to identify relevant, cogent arguments, as well as extraneous information. Formal debates or brief speeches based on some aspect of content-area study or literature may be one way for students to accomplish this purpose, but informal activities followed by feedback need to be included in the program as well.

OBJECTIVE 3: The student will evaluate and use persuasive techniques.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Identify fallacies of logic that lead to unsupported conclusions o Evaluate the effectiveness of propaganda devices used to achieve an intended effect o Determine the degree to which logical examples are used to persuade the audience o Evaluate the influence of body language, gestures, and visuals used in the presentation o Discriminate between the apparent message and the hidden agenda	o Avoid using fallacies of logic that may lead the audience to faulty conclusions o Avoid using propaganda devices to mislead the audience o Use logical examples to support arguments o Use body language, gestures, and visuals to increase the impact of the presentation o Make modifications based on perceptions of audience response	Political speeches, advertisements, news commentaries, and debates are some examples of persuasive messages that require critical listening. Both speakers and listeners need to be alert to fallacies of logic, unsupported statements, and the slanting of language used in the presentation. Listeners also need to be aware of the variety of propaganda techniques that a speaker can use. In addition, listeners should be alert to nonverbal signals used to send a hidden message (e.g., the presence of an American flag in the background).

OBJECTIVE 4: The student will evaluate and present ideas and information transmitted by nonprint media and visual aids.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Evaluate the impact of the medium on the message	o Use appropriate visual aids and nonprint media to enhance the intended message	Visual aids help the audience grasp complex or difficult ideas or relationships. Speakers can use maps, graphs, photographs, charts, film clips, or other visual aids to enhance presentations based on content-area materials and literature. Listeners need to evaluate the use of the media or visual aids in relation to the effectiveness of the presentation.

IV. LISTENING AND SPEAKING FOR PERSONAL RESPONSE

Communicating for Appreciation and Entertainment

OBJECTIVE 1: The student will enjoy listening to and sharing personal experiences, stories, and drama.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Give full attention to the oral presentation or performance o Follow structure, sequence, or pattern o Identify details or examples that are appealing or interesting o Identify actions, events, or situations (e.g., characterization, plot, setting, dialogue) that create an emotional response	o Use voice and intonation patterns to enhance the presentation o Present material using an identifiable structure, sequence, or pattern o Include details or examples that are appealing or interesting o Create an emotional response in the audience by relating or interpreting personal experiences, stories, or drama	Students should have a variety of experiences in which they share personal narratives, tell or retell stories, or give dramatic presentations. Some presentations can be prepared for peers, some for younger students in the school. Feedback should be positive and constructive, focusing on those parts of the presentation that were particularly appealing, interesting, or exciting.

OBJECTIVE 2: The student will appreciate and orally interpret sounds, words, imagery, repetition, rhyme, and rhythm patterns in language.

Listening Focus Skills- The ability to:	Speaking Focus Skills- The ability to:	Comments
o Identify sounds and words which create images o Identify repetition and its effects o Identify rhyming patterns o Identify rhythm patterns and their effects o Interpret the implied meaning of figurative language	o Use sounds and words to create images o Use repetition to create an emotional or aesthetic effect o Use rhyming patterns o Use rhythm patterns to create an emotional or aesthetic effect o Use figurative language effectively	A sensitivity to language is important, not only for effective oral communication but also to provide a solid foundation for writing. Students need frequent opportunities to prepare and listen to a variety of oral presentations to become acquainted with the range and flexibility of English and its ability to affect both the mind and the emotions. Speeches, dramatic dialogues or monologues, poetry readings, and choral readings are some of the types of presentations students should be exposed to and participate in, as well as emulate in their own writing.

EVALUATION OF LISTENING AND SPEAKING SKILLS

Assessing the listening and speaking component of the English language arts program should begin by determining the degree to which the program matches the characteristics found on pages **10-19**. One of those characteristics refers to the importance of using a variety of methods and procedures for evaluating student growth. This section describes several of those methods and procedures.

When evaluating speaking and listening skills, teachers must consider the purpose, the audience, and the situation. Criteria suitable for assessing a student's participation in a small-group discussion may not be suitable for assessing a student's presentation to the whole class. Storytelling to young children would be evaluated by criteria different from those used to evaluate the relating of a personal experience to one's peers. Listening for literal comprehension to follow directions would be evaluated quite differently from listening in order to detect attitudes or biases.

Evaluation may be either informal or formal. By perceiving the way students respond to spoken comments or directions, teachers can determine informally if students are listening purposefully. Teachers can also evaluate speaking skills by observing students' responses in class discussions, small-group work, or student/teacher conferences. Formal, structured evaluation may include teacher/student conferences, tests, assignments, and checklists. Other evaluations of listening and speaking skills can be done by the students themselves or by their peers.

The "Chart of Expectations for Student Listeners and Speakers K-12," pages **51-62**, identifies listening and speaking purposes, objectives, and significant focus skills for each objective. Teachers and students may use these focus skills as criteria when evaluating the degree to which students achieve specific objectives.

Evaluation should encourage and reward honest and sincere effort. Early in the school year, activities should be evaluated primarily for diagnostic purposes. Ongoing evaluation should measure the effectiveness of the teaching strategies in meeting the student's instructional objectives. Final evaluation may assign a grade based on the degree to which the student has achieved the program objectives. Grades should always be based on observed improvement. For certain listening and speaking activities, it may be appropriate to assign grades based on either individual or small-group effort.

In all evaluation, it is important that both speakers and listeners know in advance the criteria by which they will be evaluated and/or graded. These criteria should be introduced, discussed, and well understood by students before they are used as evaluation instruments.

Students with handicapping conditions may need alternative testing modifications as indicated in their Individualized Education Programs (IEP). Teachers should be familiar with these techniques and be prepared to use them appropriately and consistently with those students who need them.

Evaluating Listening Skills

Criteria for evaluating listening should reflect courtesy, attentiveness, objectivity, enjoyment, awareness of the purpose of listening, and participation through thoughtful questions and feedback. The listening portions of the checklists on pages 129 and 130 reflect these criteria.

Students can be evaluated informally on how well they follow oral directions, on the quality of the feedback they give to a speaker, on the courtesy they show during a group discussion, and

on the attention they give to the discussion following a dramatic production or oral reading. Asking students to restate in their own words what they have heard is one way of checking comprehension. How well students listen can also be evaluated informally by reading aloud to them from literature or other content-area material, then asking questions based on the material. It is essential that students be aware in advance of what they are to be listening for so that they have a clear purpose for listening. Questions may be literal comprehension, predictive, inferential, interpretive and/or evaluative. Open-ended questions encourage maximum student participation.

In addition to informal evaluation, it is important on occasion to evaluate listening skills in a more formal manner. Most listening tests are objective tests of literal comprehension, but other possibilities exist. For formal evaluation purposes, teachers can develop a checklist of elements that reflect good listening skills. Some sample checklists can be found in Appendix A.

Other activities for formal evaluation of group listening skills might include: quizzing students on a poem or story that has been read to them; having students summarize the main ideas and essential supporting details of an oral report; and having students answer brief, content-related questions after a movie, filmstrip, or recording.

Evaluating Speaking Skills

Teachers need to keep in mind that speaking, especially in a formal situation, makes many students feel vulnerable and is perhaps more threatening to adolescents than to younger children. Indeed, there are adults who refuse to address even a small group, and most teachers can remember how nervous they felt when they faced their first classes. It is therefore vital that students understand that

evaluations are intended to enable them to be more willing participants and to become more confident, competent speakers. Showing students how something could have been done differently, rather than pointing out what was wrong, is very important. Evaluation should take place immediately; its effectiveness diminishes greatly with the passage of time, even when the speaking activity is recorded for later analysis.

Informal speaking activities such as discussions or group work can be evaluated while the activity is going on. Teachers can note levels of individual participation, quality of contributions, and mastery of group participation skills. Extra encouragement or attention can then be offered as it is needed.

Evaluation of formal speeches involves five different components, all of which must be considered in light of purpose and audience. These are: (1) preparation, (2) introduction, (3) content, (4) conclusion, and (5) delivery. Speakers must have instruction in all five components before any assessment is made, and they must know the evaluation criteria that will be used. The "Student's Periodic Profile for Formal Oral Presentations" on page 133 provides criteria for evaluating these five components and can be used by speakers in preparing their formal presentations. Checklists for use in content-area presentations can add criteria which focus on the content-area learning. Such checklists can be developed by English teachers and content-area teachers working together. Evaluation is based on the checklist used in the preparation of the formal presentation. Feedback is provided to the students after the presentation.

However, just as it is unprofitable to have students try to improve every weakness in writing skills all at once, it would be unprofitable to have students try to improve every weakness in speaking skills all at once. Teachers should consider assessing only one or two components at a time. Teachers and students can

then concentrate on those portions of the checklist that reflect the specific components being addressed.

Because speaking skills develop with practice over time, teachers need to keep a record of student growth in formal and informal presentations. Whichever type of assessment instrument is used, however, the same criteria should be used by students in preparing their presentations as will be used to assess those presentations. In addition, teachers of the speech- and hearing-handicapped, who have had extensive training in speaking and communication skills, can often provide classroom teachers with helpful suggestions for evaluation.

Self-evaluation Checklists

Students need to be able to judge how well they fulfill their roles as listeners and/or speakers in a variety of situations. By judging the success with which they engage in specific listening and speaking situations, students have the opportunity to identify their own strengths and to become aware of weaknesses that need further attention. Some sample checklists to guide students in their self-evaluation appear on pages **129** and **130.**

Peer Evaluation

Working in **pairs** or **small groups,** students may use a checklist or rating scale to clarify their suggestions for each other. Students should be very familiar with the criteria used so the results can be constructively shared with the individual whose skills are being evaluated. **Conferencing,** another method of peer evaluation, is more specific than group discussion. Another very simple yet effective evaluation technique is the use of the **student note** or **response card.** Students assess each

other's participation by writing a few positive comments on a small card. The cards are kept to provide a concrete source of encouragement to the student as well as to provide information about specific strengths noted by the group. See page 132 for examples of speaking response cards and page 131 for a checklist which can be used in peer evaluation.

Teacher Evaluation

Oral comments and brief notes exchanged by teacher and student are common evaluation methods. Teachers may also use **class logs** and **anecdotal records** for this purpose. Evaluation during a **student-teacher conference** allows participants to discuss specific points of concern. A checklist may be used to assess the student's strengths and weaknesses, and teacher and student together can then develop ideas for addressing identified problems. To be effective, such conferences should be held in a relaxed atmosphere, with the teacher taking care not to create a situation in which the student feels that his or her role is to accede meekly to the teacher's wishes, aims, or ideas. The teacher should be as much a listener as a speaker, keeping in mind that positive feedback will yield more improvement than will negative comments. The teacher should remember that students cannot direct their own learning without some feedback about their performance.

Audiovisual Aids

Audiotape and videotape recorders can be used for oral activities including speeches, small- and large-group discussions, class meetings, group reports, skits, plays, and individual presentations, thus enabling students to hear and see themselves as others do. Students who might be reluctant to rehearse a presentation repeatedly will often want to retape several times to produce a better recording. The use of audiovisual equipment helps

students assess and reassess their strengths and weaknesses as listeners and speakers. A comparison of tapes made at the beginning of the year with those made later in the year provides evidence of student growth and helps identify areas that need further attention. Audio- and videotaping, however, are time-consuming and should be used selectively for specific learning and evaluation objectives. This method can be particularly helpful when used on an ongoing basis for evaluating the listening and speaking skills of some students with handicapping conditions.

LISTENING AND SPEAKING ACTIVITIES K-12

Appropriate classroom activities can significantly promote the development of students' language ability. In an effective instructional program, the teacher helps students to apply what they already know about language and to acquire additional language skills. By communicating for meaningful purposes, students develop their fluency, range, precision, and effectiveness in using and listening to oral language.

The four purposes identified in this document are listening and speaking for social interaction, for information and understanding, for critical analysis and evaluation, and for personal response. This section provides sample listening and speaking activities based on these listening and speaking purposes and on the objectives and focus skills previously identified. The activities are intended to clarify the objectives, to suggest ways to meet them, and to indicate possibilities for integrating listening and speaking activities within the total language arts program and with the other content areas. The activities provide students with opportunities to use a variety of language and thinking skills such as understanding and sharing ideas, remembering significant details, solving problems, making judgments, and connecting oral material with previous knowledge and experience. The activities are also intended to help students appreciate, understand, and derive pleasure from language.

In addition, these activities are provided to guide development of additional activities and materials by the teacher, school, district, or local teacher center. They may also serve as a resource for staff development for teachers of English, language arts, and content-area subjects. These activities are <u>not</u> intended to represent an entire program.

As noted in the "Expectations for Student Listeners and Speakers K-12" on page 47, the instructional objectives of the K-12 program are valid at all grade levels. **Differentiation occurs in the selection of appropriate activities.** Expected student achievement depends on the student's grade level and abilities. Teachers are encouraged to select, adapt, and devise activities at their grade level that would achieve the instructional objectives of the program and to integrate the activities with the program. Activities may need to be modified to meet the individual needs of students with handicapping conditions.

PURPOSE I. Listening and Speaking for Social Interaction: Communicating in everyday interpersonal situations

OBJECTIVE 1. The student will practice the elements of good listening and speaking in conversation.

Listening Focus Skills

- Distinguish between hearing and listening
- Determine that the situation requires listening and then prepare to listen
- Listen to discover speaker's purpose
- Identify own purpose for listening
- Avoid interrupting
- Maintain eye contact as appropriate
- Provide verbal/nonverbal feedback to speaker
- Relate ideas to personal experiences or prior knowledge
- Respect a speaker's unique or different manner of communicating and obtain meaning despite unusual accent, alternate means of speaking, or vocal quality

Speaking Focus Skills

- Use language appropriate to purpose, occasion, and audience
- Offer ideas related to topic
- Be responsive to listeners' needs and reactions
- Practice courtesy (e.g., avoid sarcasm or ridicule; avoid trying to dominate the conversation)
- Make relevant and coherent statements either to initiate a conversation or to respond appropriately

SAMPLE ACTIVITIES

K-3 o Use toy telephones or a teletrainer which may be obtained from the telephone company to encourage students to conduct accurate telephone conversations. The telephone can be used to practice inviting a guest to class, inviting a friend to a party, or telling a friend about an interesting experience. Help students to understand that the telephone is an important instrument of communication which must be used responsibly. Help them also to understand that the listener in a telephone conversation, as in any other form of communication, must be attentive and respond courteously.

o Invite a person who uses sign language to visit the class to teach the students to communicate simple messages in sign language and to demonstrate the TDY device that the hearing-impaired use with telephones.

K-6 o Elicit from the students examples of their adaptation to an audience. Questions such as the following might be considered:

- How would you ask your mother or father for something you wanted?
- Would you ask your friend in the same way?
- How would you tell a story to your younger brother or sister?

Have students prepare a narrative based on personal experience and give them the opportunity to present this narrative to peers and to younger students. Then ask the speakers how they adapted the presentation to each audience.

4-6 o Instruct a pair of students to carry on a brief conversation about something based on a school activity, on content-area learning, or on literature. Students may use only declarative sentences. No questions are allowed. After a few minutes, ask the two students to discuss any difficulties they may have experienced in their conversations. This helps students understand the importance of using questions to seek clarification, to check perceptions, and to provide useful feedback during conversations.

4-12 o To help students understand the importance of eye contact, select a student and converse for one or two minutes with the student on a topic related to class studies. Maintain eye contact with the student without staring. Then continue the conversation for one or two more minutes without looking at the student.

Discuss with the class the differences they noticed between the two situations. Discuss the value of eye contact during conversations. You may wish to point out that eye contact can vary depending on the sex, status, social climate, and relative rank or ages of the two speakers. Point out that for individuals with visual impairments, body orientation and voice direction toward the listener must be maintained.

- Have students prepare a dialogue related to an issue or topic being studied upon which there are different viewpoints. Ask students to discuss the topic for a few minutes. Remind them of the appropriate behaviors to be exhibited, such as:

  - Sticking to the topic or issue
  - Allowing partner to speak without interruption
  - Expressing a conflicting point of view while remaining courteous to the other person
  - Paying attention to nonverbal cues
  - Actively listening to and responding appropriately to partner's ideas

  Some student pairs may model their conversations for others to critique.

- To develop respect for speakers with unique or different communication methods, invite a speaker who communicates differently from the majority of students in the class (e.g., a hearing-impaired person who uses an interpreter for voicing) to speak to the class on a topic of interest to them. Follow up with a discussion of 1) how students needed to adjust their listening strategies and 2) characteristics of the speaker's method of communication which either interfered with or facilitated their understanding of the speaker.

PURPOSE I. Listening and Speaking for Social Interaction: Communicating in everyday interpersonal situations

OBJECTIVE 2. The student will demonstrate principles of good listening and speaking in group situations.

Listening Focus Skills

- Seek clarification, if needed, by asking questions
- Paraphrase and summarize to clarify
- Withhold judgment until speaker finishes
- Concentrate more on content than delivery

Speaking Focus Skills

- Contribute ideas in brainstorming
- Take turns contributing to discussion
- Explain or clarify meaning of ideas offered
- Respond courteously to ideas offered by others
- Summarize to assure focus and clarity
- Focus comments on issues or interpretations; avoid personal attacks

SAMPLE ACTIVITIES

K-3 o Use an audible or visual cue before each listening situation to help students focus attention and prepare for listening.

o As the students enter the classroom, encourage them to talk to you about anything that might have happened since the previous day. After the group has settled, invite individual students to share their news with the class by asking question such as:

- Charles, what did you see at the zoo yesterday?
- Betty, what happened on the bus this morning?

Write the news on newsprint as a selected student tells his or her news. Read back with the class.

K-6 o Early in the semester have the students compile a list of standards for good listening. After the list has been thoroughly discussed, the standards may be made into an experience chart or may become the subject for a bulletin board display. Review and update the list during the year. Teachers should make sure that the list addresses the needs of students with hearing and speaking difficulties. The list might include such items as:

- Know what you are listening for.
- Sit quietly and look at the speaker.
- Listen to what the speaker is saying.
- Think about what the speaker is saying.
- Respond courteously when response is appropriate.

K-12 o Use the peer writing conference as a vehicle to encourage clear oral communication. In small groups, students share compositions they have written. Writers then revise compositions after considering comments and suggestions made by peers. Model the procedures a few times in mini-conferences before asking the students to engage in this activity.

o Encourage students to ask questions of a speaker at the close of a presentation. Ask students to go to the presentation with written questions, listen carefully throughout, and then ask for answers at the close of the program. Students may formulate new questions as the presentation progresses and delete ones that have already been answered. These displays of listening skill should be identified and commended.

Evaluate with the group their listening skill as evidenced by their questioning. For instance, a student

may have asked a question specifically answered during the presentation, or an inattentive listener may have asked a question already raised by someone else. Invite the students to evaluate their own performance as listeners from the standpoint of attentiveness and self-control.

4-6 o Over a short period of time, have students bring to class newspaper clippings on subjects of interest to them. Working in small groups, students sort the clippings into separate categories such as sports, health, education, etc. Each group selects one set of clippings as the basis for an informal discussion, explanation, or summary. Each member of the group contributes to the presentation of the topic to the class. Each speaker must acknowledge the comments of the previous speaker before making his or her own contribution.

4-12 o After modeling and discussing the procedure, give the students opportunities throughout the year to assume the role of discussion leader. For example, when making a literature or content-area reading assignment, specify a student to lead the discussion of that selection. Help the student prepare some leading questions which will stimulate class participation. At the end of the class session in which the discussion takes place, evaluate with the class the leader's effectiveness. Emphasize the strong points by listing them on the chalkboard. Evaluation should be based on criteria previously established in class and with which students are familiar and comfortable.

o Provide students with opportunities to function within task groups to complete an assigned or self-determined project such as a science experiment, a display, a social studies report, a play or skit, a construction project, or a demonstration. Students must use their listening and speaking skills for cooperation and interaction in order to:

- Identify the task to be accomplished
- Determine individual responsibilities
- Decide on a schedule of completion
- Share problems, decisions, and products with group members
- Report, present, or display the completed project to the class or larger audience

Initially, task groups will require much teacher guidance and monitoring. As students become more proficient, groups can function with a greater degree of independence.

7-12 o To promote active listening, divide the class into pairs of students. One of the pair is the speaker--the other listens. The speaker talks for one or two minutes on any topic of interest to him or her. The listener then identifies the main point or points made by the speaker and interprets body language, facial expressions, and tone used by the speaker. The listener then reacts to the content of the speaker's presentation. Partners discuss the message in terms of what the speaker intended and what the listener interpreted as the speaker's intention.

o Ask the students to watch a panel discussion, interview, or debate presented on television or given in class. Before the presentation, identify and discuss with students the various roles participants in the presentation might play. In the discussion following the presentation, have the students elaborate on the involvement of the various participants. Have them especially note the person who dominates, the person who poses unanswerable questions, the person who dodges all questions, and the debaters who clash on grounds other than issues. Discuss these observations and the effect they had on the program's success in reaching its objectives. Lead the students to recognize the need for cooperative participation in group discussion.

o Invite a guest speaker to present a demonstration of alternative communication devices. These may include an artificial larynx, computerized communication devices, communication boards, etc.

PURPOSE I. Listening and Speaking for Social Interaction: Communicating in everyday interpersonal situations

OBJECTIVE 3. The student will participate in meetings as a member of an organization.

Listening Focus Skills

- Listen attentively during all stages of a meeting in order to respond according to established procedures

Speaking Focus Skills

- Contribute to a meeting by participating in discussion in accordance with established procedures

SAMPLE ACTIVITIES

K-3 o Young students can be introduced to the structure of meetings through the pursuit of a common interest. Initially the teacher plays an active role in helping students identify the purpose of the meeting and in using orderly procedures for discussion. The teacher should model expected behavior and develop charts for student reference. Meetings should be brief and simple. Students should have opportunities to:

- Lead a meeting
- Keep notes or records for simple minutes
- Make motions or suggestions for group action
- Participate in discussion of proposed options
- Vote to determine majority opinion

4-6 o At some point students may begin to show an interest in forming a club. Introduce or review the basic rules of parliamentary procedure. Then have the students practice the procedure by forming the class club, deciding on purposes, and electing officers. After the club has been formed, have students conduct periodic meetings following simple parliamentary procedure and an order of business. A basic order of business might include:

- Call to order
- Reading of minutes
- Treasurer's report
- Old and unfinished business
- New business
- Announcements
- Adjournment

o Divide the class into committees. Have each committee investigate and report to the rest of the club on one of the following aspects of parliamentary procedure during the club meeting:

- Order of business
- Duties of major officers
- Steps in making a motion
- Keeping minutes and what to include in them
- Items to include in a treasurer's report
- Methods and kinds of voting
- Definition of common procedural terms (e.g., "quorum," "plurality," etc.)

7-12 o Have the class prepare a chart as a guide to making motions. This chart might include:

- Types of motions (main, subsidiary, etc.)
- Frequently used motions
- Rules for making and amending motions
- Discussion on motions
- Voting on motions (including votes for tabling, postponing, etc.)

o To stimulate discussion on the usefulness of parliamentary procedure, present questions such as the following:

  - What is the basic aim of parliamentary procedure?
  - What are the major responsibilities of members of a group?
  - What are the ways in which parliamentary procedure is fundamental to democracy?
  - How does parliamentary procedure protect the right of the minority?

o If possible, have the students observe public meetings such as town board, school board, state legislature, city council, televised meetings of the United Nations, or political conventions. Discuss any differences between procedures used at these meetings and the procedures used at meetings in which students have participated.

PURPOSE I. Listening and Speaking for Social Interaction: Communicating in everyday interpersonal situations

OBJECTIVE 4. The student will take and give messages with completeness and accuracy.

Listening Focus Skills

- Listen attentively in order to record important details
- Recognize incomplete and unclear messages in order to seek clarification
- Recognize the degree of importance of the message in order to respond appropriately

Speaking Focus Skills

- Provide complete and accurate information
- Restate information when necessary to assure clarity and accuracy of the message
- Identify the intended recipient of the message and the message's degree of importance

SAMPLE ACTIVITIES

K-6 o Arrange for students to take simple oral messages to someone in the school building. Ask the students to get a response and to return with the reply. Model this activity within the classroom first.

o Have the students practice taking messages by telephone. Tape-record some of these conversations and analyze them with the class. Note such elements as:

- Answering the phone politely
- Identifying oneself
- Stating the message clearly and completely
- Responding appropriately to the other person
- Repeating, paraphrasing, or taking notes effectively
- Ending the call appropriately

4-6 o On task cards describe various emergency situations. A student selects a card and then calls the appropriate person and relays essential information. Another student role-plays the recipient of the call. This activity can be enhanced with the use of a telephone and a phone directory.

For older students, task cards may include activities interrupted by unanticipated complications such as busy signals. Activities may be taped for later critique. The student's goal is to relay essential information as clearly and efficiently as possible to the appropriate party.

4-12 o Have students compose and read announcements or messages related to a class activity or study. A brief prior discussion concerning content, delivery, and listener's role helps focus the activity. The speaker reads or recites the message while the group listens. Messages of interest to the school as a whole can be given over the public address system. Listeners should try to determine how well they attended to and comprehended the announcement. Announcements should be critiqued according to predetermined criteria.

7-12 o In a Business English or Careers class, have students role-play giving and taking phone messages related to a career or business activity. Factors which listeners and speakers should consider include:

- Who is calling
- For whom the message is intended
- Relative importance of the message
- Accuracy and clarity of the information
- Record of time and date if necessary
- A standard of courtesy for both callers and respondents

PURPOSE II. Listening and Speaking for Information and Understanding: Acquiring, interpreting, applying, and transmitting information

OBJECTIVE 1. The student will follow and give oral directions.

Listening Focus Skills

- Identify essential details
- Note sequence of steps accurately
- Use strategies such as mnemonics and signal words to aid recall

Speaking Focus Skills

- Provide essential details
- Give a clear sequence of steps
- Use signal or transition words to provide clues to the listener

SAMPLE ACTIVITIES

K-3 o Have a treasure hunt. Ask one student to leave the room while you hide the treasure. The student returns to the classroom and follows oral directions to the treasure as given by a classmate. If the student finds the treasure, he or she then hides the treasure and the game continues. Note: Directions should be given in terms of "Walk straight ahead," "Turn left at Mary's desk," etc. Try a similar activity in which gestured directions are substituted for oral directions.

o Have students play the game "Simon Says." The students stand in a circle, and the teacher or a classmate acts as the leader and gives directions to the group. The students follow all the directions prefaced by the phrase "Simon says," but if they follow directions not so prefaced, they are "out." The last one to remain standing is the winner of the game, the champion listener for the day. Students should understand that whereas all heard the commands, only the attentive were listening.

4-6 o Ask students to imagine that an extraterrestrial has come to the school to learn how humans do things. Have students explain to the alien how to do one or more of the following: 1) telephone somebody, 2) run an elevator, 3) describe how a toy works, 4) connect two papers with a paper clip. One student gives directions; the other enacts the role of the alien and tries to follow the directions exactly. Warning: Use of hands is forbidden in giving directions because it is considered a threatening gesture by the alien!

4-12 o Invite students to create a simple game for a preschool or primary class. Students must develop rules for the game and provide clear directions for playing the game. Have the students teach the game to another class within their school to make sure that directions are clear. Then have the students visit the preschool class to present the game to the younger children and teach them how to play it.

7-12 o Prepare two sets of identical puzzle pieces. (The number of pieces depends on the level of the students.) The pieces should be irregularly shaped and cut from construction paper of assorted colors. Have two students sit back to back. Give each student an identical set of pieces. Direct one student to arrange the pieces in a pattern. Then have that student give directions to the partner so that the partner can duplicate the arrangement. If the directions are

clearly and sequentially given, the partner should be able to arrange the pieces in a pattern nearly identical to the original. Questions may be asked for clarification. This activity can also be done with blocks of different sizes and colors.

- Provide each student with a map based on a work of literature they have read. The map should show sites referred to in the work. Streets and buildings and/or natural features should be clearly labeled. Compass points (north, south, east, west) should be indicated. Prepare a transparency of the same map. Instruct students that they are to explain how to get from one site to another. Ask a volunteer to relate the directions aloud. Trace the path indicated by the student on the transparency as the student gives the directions. Give several students the opportunity to give directions between sites, and permit a different student to trace the path on the transparency. The person who traces the path should ask questions if any direction is unclear.

- Ask some members of the class to explain and simultaneously demonstrate a process which the class members can perform as the directions are being given (e.g., origami in art class or making a book cover for an original work written in language arts class). If the students have difficulty in following the directions, analyze the difficulty with the students to determine if the problem lies in the presentation of the directions or in the listening habits of the students. In this way the activity can serve a dual purpose.

PURPOSE II. Listening and Speaking for Information and Understanding: Acquiring, interpreting, applying, and transmitting information

OBJECTIVE 2. The student will listen for and relate essential information.

Listening Focus Skills

- Identify main ideas either directly stated or implied
- Identify relevant supporting details and examples
- Identify relationships among ideas either directly stated or implied

Speaking Focus Skills

- State main ideas clearly
- Support main ideas with relevant details and examples
- Make clear the relationships among ideas

SAMPLE ACTIVITIES

K-6 o This activity can be modeled in a mini-lesson. Ask one student to describe something in the room while the other students close their eyes and listen for details that will identify the object. If no one can identify the object, invite the listeners to ask the speaker questions. All questions must be phrased so the speaker can answer yes or no. The student who first correctly identifies the object wins the opportunity to be a "describer." Afterward, discuss with the students which information is important to provide, which is unnecessary, and why.

o Read a brief newspaper or "Weekly Reader" article aloud. When you have finished, ask students to suggest aloud or write appropriate headlines and then explain why they think the headlines are suitable. Read the actual headline to the class and discuss the appropriateness of their suggestions.

o Read aloud a brief paragraph in which one sentence is unrelated to the others. Have the students identify the unrelated sentence and provide reasons to support their contention that the sentence is unrelated. Have students suggest orally or write an appropriate sentence which could be substituted for the irrelevant one.

o Read aloud a newspaper article, letter to the editor, editorial, or similar piece of nonfiction related to something being studied in class. Ask students to identify the main idea. Have students support their answers by referring to evidence from the piece read. Lead the students to understand the relationship between the main and supporting ideas. Follow up with a writing activity in which students write a piece which incorporates evidence supporting a main idea or conclusion based on content-area classroom studies.

K-12 o Read aloud or play a recording of an anecdote, magazine or newspaper article, brief dramatization, or short passage from prose or poetry. Then give the students a quick written quiz on the selection. Test the students' ability to listen critically and perceptively by including some questions to which answers must be inferred. Have the students orally explain the process by which they arrived at their answers and identify the clues they used. Students may also be asked to write a personal response to the selection.

4-6 o Have the students prepare original riddles about something in the classroom or about a famous person,

fictional character, or geographic location familiar to all or recently studied. Ask listeners to guess the riddle and identify the bits of information that helped them solve it.

7-12 o Have several students or groups of students prepare news broadcasts about some aspect of their classwork such as an incident from a recently read story, a recent social studies lesson, or current events. Students are to omit one or two significant details. The broadcasts are then presented to the class. After the presentation, listeners must identify the omitted details and explain why the details are significant.

o Have students listen to a lengthy piece. Only half the group takes notes. Ask the students some detail questions. See how much the non-notetakers remember compared to the notetakers. Discuss the advantages of note-taking while listening.

PURPOSE II. Listening and Speaking for Information and Understanding: Acquiring, interpreting, applying, and transmitting information

OBJECTIVE 3. The student will listen for and use language that demonstrates appropriate patterns of organization in formal presentations.

Listening Focus Skills

- Anticipate the speaker's organization
- Identify key words and phrases that indicate purpose, main ideas, and important details
- Identify signal words that indicate the organizational structure of the speaker's message: enumeration, cause-effect, comparison-contrast, sequence of events
- Listen for a conclusion that summarizes the main ideas presented

Speaking Focus Skills

- Indicate a plan of organization as part of the introduction to a formal presentation
- Use appropriate key words and phrases to emphasize purpose, main ideas, and important details
- Use signal words to provide clues to the organizational structure of the message
- Conclude the presentation by summarizing main ideas

SAMPLE ACTIVITIES

K-3

- Place on the chalkboard or bulletin board the pictures of two different objects which have a great deal in common, such as a car and a truck, a doctor and a nurse, an apple tree and a fir tree. Elicit from the students the similarities and differences. Discuss ways in which things can be similar or different, e.g., size, shape, color, use, material, etc. Have each student select two familiar items and compare or contrast them orally. Teachers may need to use real objects to provide more concrete examples. Students then prepare picture books of their own in which they compare or contrast objects. Teachers can provide pictures from which students select items to be compared or contrasted.

- Read aloud a sequence such as the following. Ask the students to listen for what is wrong.

  > Johnny ate breakfast, woke up, went to school, and got dressed.

  Ask the students to identify 1) what was wrong with the sentence, 2) why it was wrong, and 3) how it could be corrected.

  In discussion with the students, elicit from them what types of information need to be presented in time sequence. Examples are historical events, processes in nature, and events in a story. Discuss some of the signal words that help convey the time frame, such as "first," "next," "then," "afterward," "an hour later," "finally." Have each student prepare for oral presentation a topic to explain or story to relate in time order. The class takes notes and comments on the appropriateness of the sequencing.

- Divide the class into small groups and appoint a leader who says, "I am going to school (or any familiar place) and I am taking my...." Then each student in the group adds an item (e.g., lunch, book, sweater, pencil). All the preceding items must be repeated in sequence before another item is added. Picture cues (or even real objects) can be used to aid the student's memory.

  Form ties with social studies by using the name of a geographical location (e.g., Mexico, Japan, Morocco, Puerto Rico) plus the words "and I am going to see" (touch, taste, smell, or feel) instead of the words "I am taking."

K-6

- Read to the class several short paragraphs involving a sequence of events. At a climactic point in the passage, invite listeners to predict the next event and the final outcome. List all reasonable suggestions on the chalkboard. Students discuss the relative possibilities of each suggestion before deciding on the most probable turn of events. Conclude the activity by reading the rest of the passage and revealing to the class what actually happened.

- Read a story to the class. Ask students to illustrate different events in the story. Arrange the finished drawings so they are not in sequence. Have the students rearrange the drawings in the appropriate sequence and then retell the story. The drawings can then be bound in a booklet for the class library.

- Divide the class into several small groups. Provide each group with a set of pictures. Ask students to arrange the pictures to tell a story. When they tell the story to the rest of the class, students should explain why they decided on that order. The stories may then be written and may be illustrated with the set of pictures or with students' original art work.

7-12

- Say aloud a group of related words. Ask the students to determine how many ways the list could be organized so that only one word would not fit. Have the students explain their reasons. Students may wish to develop and share their own lists.

  Examples: copper, lead, steel, aluminum, iron

  1. If the classification is metallic elements, the word that does not fit is "steel," which is an alloy.

  2. If the classification is color, "copper" does not fit because it is reddish brown and the others are grayish.

  This activity can be adapted for all content-area classes.

- Students select any two incidents from literature the class has recently read and prepare a brief oral presentation discussing the two incidents. Students should use one of the following methods: 1) compare the incidents, 2) contrast the incidents, 3) show a cause-and-effect relationship between the incidents. Speakers must provide details from the literature in their discussion. Listeners identify the pattern being used and discuss its effectiveness.

PURPOSE II. Listening and Speaking for Information and Understanding: Acquiring, interpreting, applying, and transmitting information

OBJECTIVE 4. The student will identify and use critical thinking and problem-solving skills.

Listening Focus Skills

- o Identify the problem being considered
- o Anticipate the speaker's line of reasoning
- o Identify conflicting, missing, or unclear information in order to seek clarification
- o Consider possible outcomes and draw conclusions based on information heard
- o Suspend judgment until all proposed solutions have been presented

Speaking Focus Skills

- o Describe a problem accurately
- o Provide clear, complete, consistent information about the problem
- o State tentative hypotheses and predict possible outcomes
- o Use a clear line of reasoning to develop solutions
- o Suggest one or more possible solutions

SAMPLE ACTIVITIES

K-6 o In connection with studies about weather, have students pretend that the weather bureau has issued a flood warning for their area. If the flood conditions get worse, families may have to be evacuated. Divide the class into small groups. Ask students to choose three things they would carry away with them. Ask students to describe each item and explain how it would be useful.

K-12 o What would happen if.... The purpose of this activity is to encourage students to use critical thinking skills to identify some immediate or remote consequences of changes or events. Some suggestions work well against a science or social studies background.

Examples: What would happen if... 1) you had to move to Texas; 2) you suddenly found yourself 100 years in the past; 3) all high school course material could be developed for instruction via computers.

This activity could also be used in connection with a discussion of current events.

4-6 o Set up a "problem box" to which students contribute weekly. Topics may be personal or academic. Each week, one problem is selected at random for discussion. Use brainstorming to elicit from the class as many solutions as possible to the problem. Occasionally, divide the class into small groups to analyze a problem and hypothesize possible solutions. Each group then presents its favorite solution to the whole class. Have the class evaluate each solution in terms of its effectiveness for solving the problem. Problems may be submitted anonymously.

4-12 o Pose a problem based on literature or content-area study. Point out to the students that when they try to solve a problem, they should organize their approach. Lead them into devising a logical approach, such as:

- Define the problem
- Analyze the problem
- Suggest possible solutions
- Develop and compare solutions
- Select the best solution
- Try out this solution

Divide the class into groups and have each group discuss the problem. Have a recorder in each group take notes. At the end of the group sessions and after each recorder

has given the report, discuss the success of the groups in terms of steps outlined.

9-12 o Make two statements to the students, one reflecting inductive reasoning and one deductive reasoning.

Sample Statements:

Inductive - In over 80% of Saturday morning television shows, conflicts are resolved by use of violence. Children who regularly watch these shows exhibit violent behavior. It is clear that the major effect of Saturday morning TV on children is to encourage violence.

Deductive - Saturday morning TV shows involve conflicts which are solved by violent means. If a child who watches such shows is faced with a conflict, the child will resort to violence.

Discuss with the class the difference between inductive and deductive reasoning as illustrated above. List the characteristics of each on the chalkboard. For example:

Inductive Reasoning	Deductive Reasoning
part to whole	general to particular
particular to general	premises to conclusions
individual to universal	universal to individual

Read aloud, or have the class read, a Sherlock Holmes story. Discuss with the students the reasoning used by Holmes. Have students identify specific instances of inductive and deductive reasoning.

PURPOSE II. Listening and Speaking for Information and Understanding: Acquiring, interpreting, applying, and transmitting information

OBJECTIVE 5. The student will identify and use vocal characteristics that influence the meaning of oral language.

Listening Focus Skills

- Recognize that meanings of statements vary based upon vocal characteristics such as tone, volume, pitch, and rate

Speaking Focus Skills

- Use vocal characteristics effectively to emphasize meaning

SAMPLE ACTIVITIES

K-3 o Read the students a story which lends itself to a wide variety of vocal inflections. Encourage the students to chorus repeated questions or refrains with appropriate inflection. This activity develops students' ability to listen and to recall what they hear, and it provides an opportunity for choral speaking.

o Discuss what the students already know about masks; e.g., Halloween masks show different faces. Tell the students, "Now I'm going to show you some masks that show different feelings." Each mask is presented and the teacher asks, "How would you feel if you were wearing this mask?" A sample answer might be: "I feel afraid." Encourage the students to sound the way the mask looks. Individuals are then called upon to select a mask, stand behind it, and say, "I feel_____." Have students write poems or some other type of personal expression of their feelings.

K-6 o Play the following game with the students. Say, "Let's make believe that we have only two words in our language. We cannot tell people how we feel with words and sentences. We have only our mood voice and these two words." Write the words "please" and "no" on the chalkboard. Role-play a situation in which a child has misbehaved and uses his only word, "please," to ask to watch television. The mother says "no." Three attempts are made with "please" and "no." This and other situations outlined by the teacher are then enacted by the students to illustrate how voice shows mood.

o Say the same word or sentence in a number of different ways so that students are able to understand that one can sometimes interpret the attitude of a speaker by listening not only to <u>what</u> is said but also to <u>how</u> it is said. For example, say a student's name gently, reprovingly, sternly, angrily, laughingly, excitedly, with disappointment or exasperation. Prepare an interesting or provocative sentence, the meaning of which can be varied by changing the speaker's tone, volume, etc. Say the sentence aloud to show a variety of emotions, e.g., with happy excitement, with disbelief, with disgust or annoyance, or in a malicious, tattletale manner. Help students to identify the attitudes presented. Write the sentence on the chalkboard. Show the students how punctuation helps a reader to identify what the voice conveys to a listener. Have students use the sentence as a story starter.

4-6 o Have the students say aloud with varying degrees of volume sentences such as:

- I dare you to deny this.

- Please keep off the grass.

Discuss the effects of the changes in volume as a reflection of the attitude of the speaker. Ask students to improvise an encounter between two individuals who meet pleasantly, have a mild confrontation, get very angry, then resolve their differences.

7-12 o Write a simple sentence on the chalkboard. Help the students to see the relationship between stress, pitch, and meaning by emphasizing a different word each time you read the sentence aloud. Help the students to understand that these examples represent four different ideas, despite the fact that the words and their order within the sentence are the same. Reinforce the experience by having the class join you in chorus.

Example:

- I don't like ice cream.
  (Others might like ice cream, but I don't.)
- I don't like ice cream.
  (No, you're wrong--I don't like ice cream. The statement refutes an opinion, either expressed or implied.)
- I don't like ice cream.
  (I may not be quite sure how I feel about ice cream, but I know I don't like it. The listener can expect descriptive details, qualifying phrases, and/or reasons.)
- I don't like ice cream.
  (I may like a number of other desserts, but I don't like ice cream.)

Make students aware of the significance of stress as a clue to meaning and encourage them to listen actively in oral language situations. If some of the students speak a second language fluently, ask them to explain and illustrate how changes in stress affect the meaning of word groups in that language. Local residents for whom English is a second language might also be helpful in this activity.

o Play recordings of poetry readings and plays made by stage, movie, and television performers who have

outstanding voices. Lead the students in identifying and discussing the effect of the pauses, stresses, and varying rates of speed used. Discuss the way in which these factors affect the meaning and mood of particular passages.

- In conjunction with a literature lesson, ask the students to select passages which establish different moods such as excitement, tension, or tranquility. Have various students read the passages they have chosen. Discuss the effect of the rate of reading in relation to the communication of mood.

- Invite a teacher of the speech- and hearing-handicapped to talk with the class about voice quality and modes of speech that affect communication.

PURPOSE II. Listening and Speaking for Information and Understanding: Acquiring, interpreting, applying, and transmitting information

OBJECTIVE 6. The student will identify and use levels of language, idiomatic expressions, and figures of speech that enhance oral communication.

Listening Focus Skills

- Distinguish between literal and figurative meaning of a word, phrase, or sentence
- Recognize words or phrases that convey feelings or images
- Recognize terminology or jargon that is unique to a particular occupation or group of people
- Recognize the level and intended meaning of language and idiomatic expressions used by a speaker
- Recognize and respect cultural differences in language used by a speaker

Speaking Focus Skills

- Use figurative language such as metaphor to add color, variety, and clarity to spoken messages
- Choose vivid, descriptive words and phrases to suggest feelings or images
- Use terminology that has specific meaning in relation to a specialized topic or task
- Use idiomatic expressions and a level of language appropriate to the audience and situation

SAMPLE ACTIVITIES

K-6

- When students are reading folktales or tall tales, ask them to look for colloquial or idiomatic expressions. Discuss with them the probable meanings. Help students discover that context is an aid to understanding the meaning of these words and phrases.

- Read a few riddles and puns to students. Help them understand that riddles and puns frequently capitalize on the contrast between literal and figurative word meanings. Ask students to write and recite original riddles or puns. These can later be used for a class booklet or a bulletin board display.

4-12

- Explore the concept that people use varying levels of language, depending on the audience and situation. Have students generate descriptions or opinions of various aspects of school life, hobbies, sports, food, clothing, or content-area studies. Students suggest ways they would make these statements when in a group of friends or classmates. Ask students to compare these statements with the way they would express those same ideas in the company of a group of adults. Discuss how choice of words, phrasing, diction, and sentence structure are influenced by the context of audience and purpose.

- Students might enjoy exploring the specialized vocabulary of technology. For example, with the impact of the computer on our lives, terminology that was known only to a few has become commonplace. Common words, too, have taken on new meanings.

  Develop a list of computer jargon offered by students. The list may include some of these terms:

printout	boot up	menu
input	floppy	crashed
output	diskette	disk drive
tube	display	interface
micro	hard copy	ROM
mini	bits	bytes
subroutine	file	baud
memory	word processing	initialize
RAM	CRT	daisy wheel
mainframe	dot matrix	adaptive devices

  Have students compile a glossary of computer terminology.

7-12 o Although figures of speech enliven and enrich oral communication, some expressions, e.g., smell like a rose, cool as a cucumber, have become overused and trite. With the students, create a chart or a bulletin board display with a STOP sign at the top. Provide examples and illustrations of cliches to be avoided. Create a GO chart with samples of students' original, creative expressions.

o To sensitize students to some of the difficulties experienced by nonnative speakers of English, show some cartoons that illustrate idioms such as to rain cats and dogs, to put on the dog, to blow off steam. Brainstorm a list of idioms that might cause problems for nonnative speakers. Some of these are:

- Be out on a limb
- Have one's nose out of joint
- Get out on the wrong side of the bed
- Bury the hatchet
- Be on pins and needles
- Fly the coop
- Have a frog in one's throat
- Be in the doghouse
- Have butterflies in one's stomach
- Keep one's shirt on
- Be in the chips

Students might explore where and how these idioms originated. Students might compile an illustrated glossary of idioms for nonnative speakers of English.

o Have students listen to a presentation from literature, such as the trial scene in To Kill a Mockingbird or Marc Antony's speech in Julius Caesar, and then identify language which conveys attitude, mood, or feeling.

o Sensitize students to the fact that because some idioms portray disabilities and persons with disabilities in a negative manner, the use of these idioms contributes to misinformation and negative attitudes toward such persons. Some examples of such idioms are:

- Stone deaf
- Crazy as a loon
- Blind as a bat
- Blind drunk
- Lame duck

PURPOSE II. Listening and Speaking for Information and Understanding: Acquiring, interpreting, applying, and transmitting information

OBJECTIVE 7. The student will interpret and use nonverbal cues, such as body language and visual aids, that enhance an oral message.

Listening Focus Skills

- Interpret the posture, facial expressions, and gestures displayed by a speaker
- Recognize the relationship between visual support materials and oral content
- Recognize that a speaker may exhibit unintentional or uncontrollable facial expressions and body movements

Speaking Focus Skills

- Use appropriate facial expression, eye contact, gestures, and posture to reinforce the oral message
- Use models, charts, maps, graphs, or other visuals to support an oral presentation

SAMPLE ACTIVITIES

K-3 o Have students pantomime simple activities which the audience must guess. When a student has guessed correctly, have the student explain how he or she arrived at the correct guess. Help the students to realize that information can be conveyed without words.

K-6 o Using an area map sketched on the chalkboard, various students explain how to get from their house to school. Encourage them to describe landmarks on the route. Help the students to recognize that directions are easiest to follow when given with precision and accuracy. Discuss how visual aids enhance comprehension.

K-12 o Have a group of students select and dramatize a short scene from recently read literature. Discuss the use of the body in portraying characteristics of individual characters. After the dramatization, have the class analyze the successful portrayals. If the school has its own closed-circuit TV, the dramatization may be videotaped and the performers may then participate in the evaluation.

o Use appropriate gestures, posture, and facial expressions to role-play a person who is worried. Ask the students to identify the emotion being portrayed and to indicate the clues they used to reach their conclusion. Have students prepare brief skits based on incidents from social studies, science, or literature study. In the presentations, students use body language and facial expressions to show the emotions experienced by persons involved in the incident. For example, show the emotions of Columbus upon first seeing the New World or of Newton upon his discovery of gravity.

o Have students view a videotape of a mime and one of a deaf person using sign language. Students discuss how these individuals use facial expression and body movements to convey feelings and meanings.

o Invite a person to class who communicates through the use of an electronic communication device. Ask the speaker to demonstrate how facial expression and body language are essential to convey feeling and mood, and, thereby enhance communication for speakers who cannot use tone, pitch, or stress.

7-12 o Obtain a videotape or film clip of a scene from a film and run it without sound. Have the students discuss what they believe is taking place in the scene and the

general nature of the conversation. Ask the students to identify the details which led them to their conclusions. Play the film again, this time with sound, and ask the students to compare their conjectures with what actually takes place in the scene.

PURPOSE III. Listening and Speaking for Critical Analysis and Evaluation: Evaluating and generating information and ideas according to personal or objective criteria

OBJECTIVE 1. The student will formulate and express judgments about the content, organization, and delivery of oral communication.

Listening Focus Skills

- Formulate judgments about appropriateness of ideas used in meeting the requirements of purpose and audience
- Evaluate the adequacy of the examples, details, or reasons used to support ideas
- Judge the quality of content and delivery, based upon needs of audience, purpose, and context
- Formulate judgments regarding the overall organization of the presentation
- Judge the validity of the speaker's conclusions in light of the information presented
- Evaluate the delivery in terms of the effective use of voice, language, posture, gestures, and visuals
- Evaluate the influence of delivery on content

Speaking Focus Skills

- Select and present ideas that are appropriate to the purpose and audience
- Select examples, details, and reasons that will adequately support the ideas
- Select content and choose strategies for delivery in light of audience, purpose, and context
- Organize presentation so that ideas and information are clear
- Draw valid conclusions from information presented
- Enhance delivery by effective use of voice, language, posture, gestures, and visuals
- Enhance the content by the use of effective delivery strategies

SAMPLE ACTIVITIES

K-6 o Provide opportunities for students to listen to a story or to observe a short play or skit. Afterwards, discuss with them the elements of the story or play that they thought appealing or well-presented. Have students consider the effect of dialogue, action or events, and delivery or presentation skill of speakers.

To promote critical thinking ask such questions as:

- Which part did you like best? Why?
- Which character did you enjoy? Why?
- What made the story funny (sad, etc.)?

Provide the opportunity for students to engage in a follow-up activity such as writing a journal entry about the presentation or writing a skit, scene, or dialogue for presentation.

o To help the students develop awareness of listening for causative elements, read them a simple, unfamiliar story and let them guess how it ends. Allow endings other than the one given in the story; however, in order to learn whether or not students have listened attentively, ask them to support their conclusions by citing evidence from the story. Have other class members serve as critics.

4-12 o Discuss with the students under what circumstances a speaker might use supporting materials such as:

- Anecdotes
- Examples
- Statistics
- Visual aids
- Descriptions
- Explanations
- Quotations

Include in the discussion the criteria for evaluating the supporting material; e.g., timeliness of the statistics, accuracy and source of the quotation(s).

After this discussion, read a speech, show a videotape, conduct an oral presentation, or invite a guest presenter to give a brief talk or demonstration on a subject of interest to students. Have students analyze the presentation in light of how effectively support materials were used.

6-12 o Have students watch a television show, a film, or a

performance and give a brief critique of its strengths and weaknesses. Small groups or pairs of students may work together or an entire class might share their views. Explain to the students that dramatic performances, comedy, news, and opinion are judged by criteria unique to the specific presentation format and purpose. Elicit from students criteria that they think would be appropriate for judging organization and content of a news story, a comedy performance, a dramatic performance, and a statement of opinion. Use these criteria for evaluating student presentations.

7-12 o Have each student give a short speech on a controversial subject about which he or she feels strongly. Then have the class use the criteria below or criteria they have developed to evaluate each presentation.

- Were the sources clearly stated?
- Were the sources authoritative and unbiased?
- Did supporting examples add clarity?
- Were the generalizations valid?
- Was the language of the speaker slanted or "loaded"?
- Was the presentation clearly organized?

PURPOSE III. Listening and Speaking for Critical Analysis and Evaluation: Evaluating and generating information and ideas according to personal or objective criteria

OBJECTIVE 2. The student will evaluate and generate statements of opinion, personal preference, and values.

Listening Focus Skills

- Judge the relevance of statements in relation to the topic
- Judge the completeness of support material
- Judge the appropriateness of reasons, examples, or details used to support statements
- Evaluate the accuracy of details provided to support the statements
- Consider the experience, qualifications,and possible bias of the speaker
- Identify the effect of one's own point of view in evaluating the opinions, personal preferences, and values expressed by others

Speaking Focus Skills

- Make statements based on opinion, personal preference, or values
- Provide sufficient support for ideas expressed
- Provide appropriate reasons, examples, or details to support statements
- Provide accurate information to support the position taken
- Recognize the effect of one's own experience, qualifications, and possible bias on one's statement
- Recognize the similarities and differences between the point of view of speaker and the audience

SAMPLE ACTIVITIES

K-3 o Engage students in discussions in which they make statements concerning favorite foods, hobbies, or activities. Ask them to tell what makes these pleasing. As each student in the discussion makes statements and gives supporting reasons, listeners should be prepared to register acceptance, seek clarification, or respond in some positive way to the speaker's expression of opinion or preference.

o Present some hypothetical examples of situations in which students need to make choices or decisions. Ask students to discuss possible ways of dealing with the situation and to evaluate which choice or choices would be most satisfying.

Examples might include:

"Suppose you are walking to school. You forgot your lunch money. If you go back home to get the money, you may be late for school. What would you do?"

"Two of your friends invite you to come to their houses to play after school on the same day. You don't want to hurt anyone's feelings, but you can't be in two places at the same time. What could you do?"

4-12 o After they have listened to a news report and an editorial on related subjects, have the students identify facts and opinions in each, including the criteria for distinguishing them.

o Present a brief factual account of a school incident and then a personal commentary on the same subject; e.g., an act of vandalism, a case of good or poor sportsmanship, an awards ceremony. Discuss with the students the purposes and characteristics of each presentation, their similarities, and their differences. Have students select an incident from literature or from something related to the content areas and write both a factual account and a personal commentary.

o Have the students prepare brief statements of opinion with support on a topic of their choice. As each presentation is given in class, have the listeners analyze the type of support the speaker has used and its function in the presentation.

The following questions might be considered:

- What is the speaker's main idea?
- What kind of material has been used to support the position taken? How does it support the position?
- To what extent is the support material valid for the purpose?
- To what extent is the material appropriate for the audience?

7-12 o Have the students take notes as they listen to a committee report, a panel discussion, a debate, a speech, or a lecture-demonstration. Students use these notes to identify the central thought, the supporting material, and the conclusions. One student uses the overhead projector or writes the items on the chalkboard as others offer information from their notes. The class evaluates the presentation based on the following:

- What was the main point and when was it made?
- What kind of material was used for support--facts, opinions, testimony, incidents, examples, directions, descriptive details?
- How effective was the supporting material in terms of the intended audience?
- Was the supporting material valid?
- Was the presentation logical and easy to follow?
- To what extent was the conclusion justified?

o Have students analyze campaign speeches. Discuss with them beforehand the items that should be considered as they listen to a candidate. Some of the following might be included:

- What are the qualifications for the office, and which of these does the candidate claim to possess?
- Does the candidate list qualities other than those required for the office? If so, what are they, and what are the candidate's reasons for mentioning them?
- How well does the candidate analyze the current situation?
- What does the candidate promise to do, if elected?
- Does the candidate speak in generalities or specifics?
- To whom does the appeal seem to be directed? How do you know?
- Does the candidate use words with strong connotative appeal?
- To what extent does the speaker appeal to the listener's intellect and to what extent to emotions?

- Ask the students to listen attentively as classmates present a roundtable discussion related to content-area study. Students should consider the following questions:

  - What is the point of view taken by each member of the group?
  - What are the possible reasons for taking a particular point of view?
  - How might these reasons affect choice of supporting data and manner of presentation?
  - With which of the speakers do you agree, and why?

- Play a recording of John F. Kennedy's "Ich bin ein Berliner..." address, Martin Luther King's "I have a dream..." speech, one of Winston Churchill's inspirational messages to the British people, Franklin D. Roosevelt's "fireside chats," Fulton J. Sheen's or Billy Graham's sermons, a political speech, or any other oral presentation in which the speaker establishes rapport with the audience. Then discuss with the class the effect of the listener-speaker relationship on the listener's willingness to listen, on what the listener hears, and on the listener's reaction to what he hears.

- Select a diverse group of students to give individual oral reports on a local event. For example, students might report on a basketball game from the perspective of a player, an avid fan, a novice, or an apathetic spectator. Have the listeners take notes as each report is given, and then discuss with the class the similarities and differences in the reports.

  - What details were given?
  - What kind of language was used?
  - What was the speaker's attitude?
  - How thorough was the presentation?
  - What conclusions can be drawn concerning the relationship between a speaker's material and qualifications?

- Have the students listen to a recording of William Jennings Bryan's "Cross of Gold" speech and analyze it in terms of the speaker's intent. How did the speaker's motives (to represent silver interests in the Far West) affect his choice of supporting material, conclusions, and method of delivery? What effect do the speaker's motives have on listeners who are aware of them? What effect do they have on listeners who are not aware of them?

PURPOSE III. Listening and Speaking for Critical Analysis and Evaluation: Evaluating and generating information and ideas according to personal or objective criteria

OBJECTIVE 3. The student will evaluate and use persuasive techniques.

Listening Focus Skills

- Identify fallacies of logic that lead to unsupported conclusions
- Evaluate the effectiveness of propaganda devices used to achieve an intended effect
- Determine the degree to which logical examples are used to persuade the audience
- Evaluate the influence on the audience of body language, gestures, and visuals used in the presentation
- Discriminate between the apparent message and the hidden agenda

Speaking Focus Skills

- Avoid using fallacies of logic that may lead the audience to faulty conclusions
- Avoid using propaganda devices to mislead the audience
- Use logical examples to support arguments
- Use body language, gestures, and visuals to increase the impact of the presentation
- Make modifications based on perceptions of audience response

SAMPLE ACTIVITIES

K-6 o Ask students to listen to advertisements on radio or television. Have them identify words and phrases used to make claims or persuade consumers to purchase the product.

4-12 o Brainstorm with students a list of possible situations in which they might want to convince or persuade a listener to follow a desired course of action.

Some of these situations might include:

Seeking permission:

to join an organization
to stay out later than usual
to watch a certain TV show
to stay overnight at a friend's house
to purchase a new item of clothing

Encouraging participation:

to attend a social activity
to work on a project
to follow a rule or principle of behavior

Seeking support:

to vote for an individual
to believe or accept a certain position on a social issue or cause

Have individuals, teams, or groups develop convincing arguments for their chosen task. Allow sufficient preparation time. Finally, have students present their arguments for reaction and discussion.

Remind students to consider the following when preparing their persuasive arguments:

- Accuracy of information and details
- Logical reasons which might be used for support
- Needs and values of the listener(s)
- Persuasive words, phrases, or nonverbal features which could be employed to get the desired response
- Possible value of visual aids to lend support

o Provide students with illustrations that show some of the types of fallacies of logic. Discuss with the

students why the reasoning is faulty. Have students either write their own examples of faulty logic or bring samples from advertisements, newspapers, magazines, etc. to class. Students share and identify the faulty reasoning in the examples. Some of the common types of fallacies of logic are:

Invalid syllogism: Provides a major premise, a minor premise, and a conclusion drawn from them. Although the premises may be true, the conclusion may not be.

Example: Ducks are birds.
Ducks can swim.
All birds can swim.

Circular reasoning: Presents reasons which seem to back up an opinion but actually do not.

Example: I think that smoking should be forbidden in public places. Smoking in public places is not a good idea, even though a lot of people do it. The only way to prevent it is to make it illegal.

Hasty generalization: Bases a conclusion on insufficient evidence.

Example: I read in the newspaper that an elderly man caused an automobile accident when he went through a red light and hit another car. Three people in the other car were injured. I think that no one over the age of 65 should be allowed to have a driver's license.

Begging the question: Expects listeners to accept a statement or opinion assumed as true by the speaker.

Example: Everybody knows that Senator X is the best candidate for the Presidency.

Stereotyping: Presents an oversimplified image of a certain group that holds that all members of the group have certain characteristics in common.

Example: Girls can't be good math students.

- Assign students to plan and give a testimonial speech in which they nominate a classmate or friend for an award or office. Have them use words and phrases to convince the audience that the candidate is deserving of the honor. Ask listeners to identify the elements that

seemed most convincing.

- Have students create imaginary products and deliver advertisements promoting them. Slogans, brand names, and colorful descriptions designed to attract potential customers may be devised by the students. Discuss with students the persuasive techniques used.

7-12

- Have students listen to a political speech or discussion between candidates to identify emotionally loaded words or phrases used to arouse emotions in the listener.

- Have students watch a live or videotaped persuasive speech or appeal to identify the words, vocal characteristics, gestures, or facial expressions used to convince or move the listener to action.

- Have students paraphrase, quote, or tape-record a variety of advertisements from radio and television commercials. Printed ads may also be used. After discussing common propaganda techniques, have students categorize these commercials or label the various propaganda techniques illustrated. Discuss with students the specific words and phrases which signaled the kind of techniques discovered. Some of the more common propaganda techniques include:

  Card stacking or slanting: Telling just the favorable characteristics or attributes of a person or product and omitting facts or details that may reveal less favorable aspects

  Example: "This year's model is shiny, sporty, and sleek, with headroom galore and space for five adults."

  Testimonial: Endorsement of a product by a person viewed as an expert or as one who can be believed because of his or her experience

  Example: An astronaut states, "When I'm flying high in the space shuttle, I enjoy Space Food Sticks for down-to-earth nourishment."

  Plain folks appeal: An individual representing the common, everyday working person is pictured or mentioned as the user of a given product.

  Example: A candidate for political office is shown with family members or engaged in some homey activity to increase his or her appeal to voters.

Bandwagon: An appeal to the need not to be left out because "everyone else is doing it."

Example: "Everyone is buying Star jeans; why aren't you?"

Name calling: Using words and phrases with negative meanings or connotations to arouse fear or disapproval, thus creating a need for a solution

Example: "Don't be scrawny, spindly, and self-conscious. Join Harmony Health and Fitness Club and stop being a wallflower."

PURPOSE III. Listening and Speaking for Critical Purposes: Evaluating and generating information and ideas according to personal or objective criteria

OBJECTIVE 4. The student will evaluate and present ideas and information transmitted by nonprint media and visual aids.

Listening Focus Skills

- Evaluate the impact of the medium on the message

Speaking Focus Skills

- Use appropriate visual aids and nonprint media to enhance the intended message

SAMPLE ACTIVITIES

K-3 o Select a brief story for which a videotaped dramatization is available. During a language arts lesson, read the story to the class. Then show the students the dramatization of the same story on videotape. Discuss the differences between the two presentations, and note the advantages and disadvantages of each type of presentation.

4-12 o Have students watch the local weather reports on television and listen to the local weather reports on the radio for the same day. Discuss with the students the differences and the similarities in the presentations. Which was more effective? More informative? Why?

7-12 o Discuss the elements that tend to give authority or credence to people or messages. Have students analyze several radio or television commercials to determine how the medium makes the message more believable.

o Tape a few scenes with background music from a variety of television programs for use in a music lesson. Play only the background music. Have students discuss the types of scenes they think the music was used for and what evidence they used to come to their conclusion. Then play a videotaped scene without music and have the students identify the piece of background music they have just heard that would best fit the scene, and explain why. Show the scene again, this time with the background music. Discuss the effect of the background music on the listener's perception of the scene.

PURPOSE IV. Listening and Speaking for Personal Response: Communicating for appreciation and entertainment

OBJECTIVE 1. The student will enjoy listening to and sharing personal experiences, stories, and drama.

Listening Focus Skills

- Give full attention to the oral presentation or performance
- Follow structure, sequence, or pattern
- Identify details or examples that are appealing or interesting
- Identify actions, events, or situations (e.g, characterization, plot, setting, dialogue) that create an emotional response

Speaking Focus Skills

- Use voice and intonation patterns to enhance the presentation
- Present material using an identifiable structure, sequence, or pattern
- Include details or examples that are appealing or interesting
- Create an emotional response in the audience by relating or interpreting personal experiences, stories, or drama

SAMPLE ACTIVITIES

K-3 o Provide the students with dolls, toy trucks, puppets, and dioramas of farms or circuses. Ask them to make up and tell stories about these objects. Two or more students might be asked to participate in a spontaneous dramatization using the objects provided.

o Students bring a photograph of themselves to class. They tell about the picture and the situation.

o Provide students with pictures in which an activity is taking place; e.g., a child on a bicycle, a family in a car, a group of people watching television, etc. Each student picks a picture and describes who or what is pictured and what is happening. The student then tells a story about what happened either before or after the scene in the picture.

K-12 o Have students select a character from a familiar play or piece of fiction. Students prepare a two- or three-minute monologue which that character might deliver, basing the monologue on an event in the story or on personality traits revealed about the character.

4-6 o Students select several items from a collection of classroom objects and pictures. Allow them sufficient time to plan an original story, a report, a comparison, or a commentary based on the items selected; then have the students use the items as the basis for brief presentations.

o Small groups of students prepare scenes for dramatization from recently read stories. Guide the groups in discussing which scenes to dramatize and in deciding on role assignments. Lead the students to recognize the importance of prior discussion in preparing their presentations.

o Discuss with the students the elements of a good story. These may be listed on a chart for easy reference and might include:

- Setting
- Characters
- Problem
- Climax
- Solution

Provide the students with one of the elements. For example:

Main character--a person dressed in a raggedy fur coat who seems grouchy but is really very kind

Then, have several students each build a story around the same character. Help the students recognize how the stories differ because of the variations in the other elements.

4-12 o Use choral reading activities to provide enjoyable practice in articulation skills. Select materials that are meaningful and appealing. This sequence might be followed:

1. One person reads the entire selection aloud.
2. The mood, main idea, and emotional impact of the selection are discussed.
3. Problems of articulation and pronunciation are discussed, and students are given the opportunity to practice difficult parts.
4. The parts are arranged: unison, group, solo.
5. Students practice the choral reading.
6. After several selections are tried, the best is chosen for presentation to other classes.

7-12 o Discuss with the students the techniques they would use in telling a story to a group of young children. Elicit such techniques as emphasizing concrete descriptions, using effective dialogue, and presenting the story in a relaxed, informal atmosphere. Have members of the class prepare and relate a story to a group of young children and then evaluate the success of their experience.

o Following the reading of a play, groups of students select scenes to read aloud. Encourage students to use voice quality and intonation which express the personal traits of the characters being interpreted.

o Have students prepare a brief oral presentation in which they describe a memorable event, a colorful person, or a beautiful place or object. Encourage them to use vivid, descriptive words which help the listener visualize the event, person, place, or object.

PURPOSE IV. Listening and Speaking for Personal Response: Communicating for appreciation and entertainment

OBJECTIVE 2. The student will appreciate and orally interpret sounds, words,imagery, repetition, rhyme, and rhythm patterns in language.

Listening Focus Skills

- o Identify sounds and words which create images
- o Identify repetition and its effects
- o Identify rhyming patterns
- o Identify rhythm patterns and their effects
- o Interpret the implied meaning of figurative language

Speaking Focus Skills

- o Use sounds and words to create images
- o Use repetition to create an emotional or aesthetic effect
- o Use rhyming patterns
- o Use rhythm patterns to create an emotional or aesthetic effect
- o Use figurative language effectively

SAMPLE ACTIVITIES

K-3 o Read aloud short poems, pattern books, or stories such as Brown Bear, Brown Bear, Four For Feet, A Hole is to Dig, or any other appropriate selection. Encourage students to repeat some of the phrasing of the text. Emphasize the rhythm, repetition, and use of rhyme that make the stories or poems enjoyable.

o Ask the students to listen for words which rhyme as you read aloud or play a recording of nursery rhymes or simple poems. Rhyming words may be written on the chalkboard and compared.

o After teaching students what a refrain is, read aloud a poem (e.g., "Merry Robin" by Leland Jacobs, "The Wind" by Robert Louis Stevenson, "I Heard a Bird Sing" by Oliver Herford) and ask the students to identify the refrain. The poem may then be used as a choral speaking exercise to give the students a feeling for the use of refrain. Many other children's poems may be utilized in this way with the students reciting the refrain in unison.

o Read a simple poem but eliminate the final rhyming word. Invite the class to fill in the word.

o Read a poem and have the students repeat the verse. Then the students might create similar verses, using the same pattern.

o Introduce the students to rhythm in nonmusical areas--clocks ticking, the sound of footsteps, the sound of a tree swaying in the breeze. Through discussion of these and other examples, lead students to understand the nature of rhythm. Ask them to find examples of rhythmical and nonrhythmical sounds in the classroom.

4-6 o Present a variety of types of music--"Yankee Doodle," "William Tell Overture," "O Tannenbaum"--to show different kinds of rhythm.

o Read aloud a few short poems with obvious but differing rhythm patterns and ask the students to respond to the rhythm by clapping. Then let them develop their own poems, either oral or written. As a student says his or her poem aloud, have the class check the accuracy of the rhythm pattern by clapping.

4-6 o Have students create similes based on patterns: "as pretty as _____," "running like a _____." Avoid clichés. The students then illustrate their

similes. These are posted in a display called "Word Pictures."

- Provide a number of limericks for the class to read aloud. After each is read, discuss the rhyme scheme and rhythm pattern of each. Wherever possible, let the students come to the conclusion that the limerick is a form, and that its form depends upon rhyme and rhythm. Have students attempt to write their own limericks.

- Have the students listen to tongue twisters (e.g., Peter Piper, Esau Wood Sawed Wood, If a Woodchuck Could Chuck Wood) and discuss with them the kind of repetition that is involved. Have the students provide other examples either from prior experience or by writing their own. These tongue twisters may then be used for practice in phrasing, stress, articulation, and so on.

7-12

- Have the class listen to an oral reading of a passage from prose or poetry in which onomatopoeia has been used effectively. Edgar Allan Poe's "The Bells" is a prime example. How well has the poet matched with language the sounds of sleigh bells, wedding bells, fire bells, and death bells? If tapes of these bell sounds are available, students could compare the sounds and evaluate Poe's success. Students might sharpen their ability to discriminate between similar sounds by listening carefully to the language and nonlanguage sounds around them and attempting to render them in original free verse.

- Introduce the relationship between rhythm and mood and the elements which affect them by having the students first listen to music. Play recordings of marching music such as "Stars and Stripes Forever" and "Pomp and Circumstance" (What accounts for the difference between the two selections?); dance music that is currently popular among teenagers; a waltz, a minuet, a saraband, a flamenco, or more familiar Latin tempos; or a selection from ballets such as Billy the Kid, Firebird, Ivesiana, The Nutcracker Suite, or Swan Lake. Encourage the students to describe their reactions to certain rhythms and lead them to an understanding of the use of rhythm as a means of establishing mood.

- Through the use of poetry, show that pauses are included in the pattern of the rhythm.

  Read the following example to the class:

  It was many/and many/a year ago
  In a kingdom/by the sea

That a maiden there lived/whom you may know
By the name of/Annabel Lee.
E.A. Poe, "Annabel Lee"

The pauses may be exaggerated in order for the students to grasp the idea. Discuss with the students where the pauses fall.

- Have students read aloud, recite, and listen to poems and prose passages with interesting use of sounds. Discuss alliteration, assonance, onomatopoeia and their effects on the meaning and mood of the poem.

- Read aloud a poem such as the following:

Courage

Three things have taught me courage--
Three things I've seen today:
A spider reweaving her web
Which thrice has been swept away;
A child refusing to weep
In spite of cruel pain;
A robin singing a cheering song
In the midst of a chilling rain.

Omit the last line. Ask students to write final lines which would fit the meaning, rhythm, and rhyme patterns of the poem. Have them share their endings with the rest of the class. Compare their endings with the original one.

- Identify examples of personification in which the writer uses words that usually refer to living creatures to describe something inanimate.

Examples:

The car <u>crawled</u>.
The rain <u>assaulted</u> the sand castle.

Ask students to bring in samples of such figurative language for a display. Encourage use of personification in student writing where appropriate.

SELECTED BIBLIOGRAPHY

Devine, Thomas G. Listening Skills Schoolwide: Activities and Programs. Urbana, Illinois: National Council of Teachers of English, 1982.

This 61-page pamphlet pulls together theory, research findings, and descriptions of successful classroom experiences. It includes practical teaching ideas, sample lesson plans, reproducible exercises, schoolwide scope and sequence of learning skills, testing for success, and a bibliography.

Holdzkom, David, Linda J. Reed, E. Jane Porter and Donald L. Rubin. Research Within Reach: Oral and Written Communication. St. Louis: CEMREL, Inc., 1982.

This book provides educators with current research-based knowledge on oral and written communication. Each chapter begins with a question posed by a practitioner. Relevant research is then described, and the classroom implications of that research are provided. Each chapter ends with a summary that highlights the key issues. The final section of the chapter is a bibliography pertinent to the issues discussed.

Kroll, Barry M. and Roberta J. Vann, eds. Exploring Speaking-Writing Relationships: Connections and Contrasts. Urbana, Illinois: National Council of Teachers of English, 1981.

This series of 13 essays explores the complex relationship between speaking and writing: basic concepts, key theories, research and questions in need of answers, pedagogical implications. Included is an extensive bibliography.

Loban, Walter. The Language of Elementary School Children. Urbana, Illinois: National Council of Teachers of English. NCTE Research Report No. 1, 1963.

This document is a study of effective communication and the relationships among speaking, reading, writing, and listening.

Lundsteen, Sara W. Children Learn to Communicate: Language Arts Through Creative Problem Solving. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

This basic text is divided into three parts: developmental bases of language, thought, and listening; oral language and uses of language, including literature; and imaginative composition. The central focus of the book is an approach to language arts through creative problem solving. There is a bibliography at the end of each chapter.

Listening, Its Impact at All Levels on Reading and the Other Language Arts. Urbana, Illinois: National Council of Teachers of English, 1979.

In an integration of listening research with other areas of language arts, this monograph presents a framework for understanding listening skills and outlines classroom activities that are based on scientific data. Chapters deal with listening comprehension, criticisms and rationales applicable to both formal and informal listening tests, and standards to assist teachers in reaching specific objectives. The appendices contain lists of commercially published listening materials and classroom listening materials intended to supplement those presented in the text. A very helpful bibliography of print materials is included.

Nugent, Susan Monroe, ed. Integrating Speaking Skills into the Curriculum. Urbana, Illinois: National Council of Teachers of English, 1986.

Eight articles focus on presenting ideas for motivating students to use language creatively. The ideas include new ways to teach the traditional public speaking class, ways to implement the processes of writing and speaking that will enable students to create and organize their thoughts, and innovative suggestions for implementing a story-telling unit.

Thaiss, Christopher J. and Charles Suhor, eds. Speaking and Writing K-12. Urbana, Illinois: National Council of Teachers of English, 1984.

These nine essays make recent research on oral communication and writing accessible to teachers and parents, and, more important, they present practical, classroom-tested applications of this research.

APPENDIX A

SAMPLE LISTENING AND SPEAKING EVALUATION INSTRUMENTS

Evaluation instruments such as the ones on the following pages can be used several times during the school year to provide a record of student growth. The criteria identified in "The Roles of Effective Listeners and Speakers in the Communication Process" on page 24 of this document may also be used to develop an evaluation checklist. Copies of evaluation instruments should be kept in the student's folder and used as a basis for student-teacher evaluation conferences. Additional information on evaluation can be found in the section "Evaluation of Listening and Speaking Skills," pages 63-69.

NAME _____ DATE _____

SELF-EVALUATION CHECKLIST FOR SPEAKERS AND LISTENERS
INFORMAL PRESENTATIONS

(Conversations or Group Discussions)

As a **speaker** did I

try to engage the attention of the audience?

Yes No Sometimes

state ideas clearly?

Yes No Sometimes

keep to the topic of conversation or discussion?

Yes No Sometimes

give others a chance to speak?

Yes No Sometimes

show courtesy to others while they were speaking?

Yes No Sometimes

speak in a voice which was loud and clear enough to be heard easily?

Yes No Sometimes

state my feelings as well as my ideas?

Yes No Sometimes

As a **listener** did I

give my full attention to each speaker?

Yes No Sometimes

know what I was listening for and accomplish my purpose for listening?

Yes No Sometimes

listen with an open mind?

Yes No Sometimes

ask good questions based on what I heard?

Yes No Sometimes

show courtesy to each speaker?

Yes No Sometimes

comment constructively on what I heard?

Yes No Sometimes

I will continue to work on _____

_____

_____.

NAME _____ DATE _____

SELF-EVALUATION CHECKLIST FOR SPEAKERS AND LISTENERS

FORMAL PRESENTATIONS

As a **speaker** did I

try to engage the attention of the audience?

Yes No Sometimes

consider my purpose and audience?

Yes No Sometimes

present my ideas or statements clearly?

Yes No Sometimes

support my statements with enough appropriate details or examples?

Yes No Sometimes

organize what I said? (introduction, body, transitions, conclusion)

Yes No Sometimes

use proper delivery (speak clearly, have good posture, show poise, speak loudly enough, adjust my speaking rate as needed, avoid saying "Uh", "You know", "Right", "It's like," etc.

Yes No Sometimes

As a **listener** did I

give my full attention to the speaker?

Yes No Sometimes

focus on the meaning of what was being said?

Yes No Sometimes

identify the organizational pattern of the presentation in order to help understand it better?

Yes No Sometimes

make inferences, draw conclusions, and summarize the speaker's main points?

Yes No Sometimes

ask for clarification or additional information if necessary?

Yes No Sometimes

make constructive comments when appropriate?

Yes No Sometimes

avoid interrupting or distracting the speaker?

Yes No Sometimes

I will continue to work on _____

_____.

SAMPLE CHECKLISTS FOR SPEAKER AND LISTENERS FOR THE SAME ORAL PRESENTATION

Note: After an oral presentation, the speaker completes Form A and members of the audience complete Form B. Compare the evaluations and discuss any differences.

FORM A
SPEAKER'S SELF-EVALUATION

Yes	No		
___	___	1.	Were the ideas and information clear to the audience?
___	___	2.	Did I accomplish my purpose effectively?
___	___	3.	Did supporting materials help get my ideas across?
___	___	4.	Did my voice sound clear and enthusiastic?
___	___	5.	Did I emphasize words and phrases correctly?
___	___	6.	Did I pause at appropriate places?
___	___	7.	Did I use appropriate, effective, and relaxed gestures?
___	___	8.	Did I have good eye contact with my audience?

Comments: _____

_____

FORM B
LISTENER'S EVALUATION OF SPEAKER

Yes	No		
___	___	1.	Were the speaker's ideas and information clear to the audience?
___	___	2.	Did the speaker accomplish his or her purpose effectively?
___	___	3.	Did the speaker's supporting materials help get his or her ideas across?
___	___	4.	Did the speaker's voice sound clear and enthusiastic?
___	___	5.	Did the speaker emphasize words and phrases correctly?
___	___	6.	Did the speaker pause at appropriate places?
___	___	7.	Did the speaker use appropriate, effective, and relaxed gestures?
___	___	8.	Did the speaker have good eye contact with the audience?

Comments: _____

SAMPLE SPEAKING RESPONSE CARDS

From teacher to student:

Dear Sally:

I really enjoyed listening to your explanation of how to train a show dog. It was interesting and very well organized. The pictures of your dog really helped to make the explanation even clearer. Next time, though, please try to speak just a little more slowly so we don't miss any of what you have to say!

Mrs. Levell

From student to student:

Dear Sam:

I loved listening to you read your mystery story aloud. I especially liked the way you kept changing your voice for the different characters. The voice you used for the father character was great.

Jon

Note: Response cards should be brief and have a warm and friendly tone. The first comment(s) should acknowledge in a positive way the content of the presentation and show that the listener was really attending to what the speaker had to say. Constructive criticism should be limited to one or two points and should be carefully phrased to avoid weakening the student's self-confidence.

STUDENT'S PERIODIC PROFILE FOR FORMAL ORAL PRESENTATIONS

STUDENT _____ CLASS _____ Key: 1 = Good
2 = Average
TEACHER _____ SCHOOL YEAR _____ 3 = Poor

	Fall	Winter	Spring
1. PREPARATION			
o The speaker's materials (note cards, visuals, outlines, etc.) are ready.	_____	_____	_____
o The materials are relevant, accurate, clear, and complete.	_____	_____	_____
o The speaker is familiar and at ease with the topic.	_____	_____	_____
2. INTRODUCTION			
o It captures the audience's interest.	_____	_____	_____
o It clearly introduces the main idea.	_____	_____	_____
o It makes clear the purpose of the presentation.	_____	_____	_____
3. CONTENT			
o The topic is interesting.	_____	_____	_____
o The topic is given an original or creative treatment.	_____	_____	_____
o The information is accurate.	_____	_____	_____
o The material is effectively organized.	_____	_____	_____
o The topic is adequately developed.	_____	_____	_____
4. CONCLUSION			
o It summarizes or ties together the presentation.	_____	_____	_____
o It leaves the audience with the effect intended by the speaker.	_____	_____	_____
5. DELIVERY - The speaker			
o uses an appropriate level of language for the task and the intended audience	_____	_____	_____
o uses precise words and vivid images	_____	_____	_____
o uses words accurately	_____	_____	_____
o avoids grammatical errors	_____	_____	_____
o uses a forceful, enthusiastic, clear voice	_____	_____	_____
o varies the tempo	_____	_____	_____
o varies the inflection	_____	_____	_____
o enunciates clearly	_____	_____	_____
o pronounces words correctly	_____	_____	_____
o maintains good eye contact	_____	_____	_____
o has good posture	_____	_____	_____
o makes effective use of visual aids	_____	_____	_____
o makes effective use of nonverbal communication (gestures, facial expressions, body language)	_____	_____	_____

APPENDIX B

Students with Handicapping Conditions

The Board of Regents, through revising Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus/curriculum has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction could be provided to students with handicapping conditions either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of those students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the CSE or a student's Individualized Education Program (IEP).

Additional assistance is available through consultant teacher services. The implementation of this service will allow school

districts to provide direct and indirect services to pupils with handicapping conditions who are enrolled full-time in a regular education program. Direct consultant teacher services consist of individualized or group instruction which would provide such students with instructional support in the regular education classroom to help them benefit from their regular education program. Indirect consultant teacher services will provide support to the regular education teacher in the modification and development of instruction and evaluation that effectively deals with the specialized needs of students with handicapping conditions.

Strategies for Modifying Instructional Techniques and Materials

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and preteach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussions, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with partners to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline

with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and of special education programs is essential. It is important for the students as well as the total school environment.

Alternative Testing Techniques

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting a student's need for alternative testing techniques. This determination is made when a student is initially referred to CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **The modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by CSE as educationally handicapped are provided with the alternative testing techniques which have been recommended by CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of students with a handicapping condition to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue high school

diplomas to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual entitled Alternative Techniques for Students with Handicapping Conditions, which can be obtained from:

New York State Education Department
Office for Education of Children with
Handicapping Conditions
Room 1071 Education Building Annex
Albany, NY 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities and issues in regard to disabilities.

This curriculum, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.